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ABSTRACT

This report provides information to be used as the basis for developing training programs related to human services work in the private sector. It describes occupational tasks performed by human services workers in non-government agencies, outlines the range of tasks undertaken, and suggests specific skills required by these workers. The report consists of two sections. The first describes the development of a skills profile chart that outlines the skills required by human services workers in the private sector. These tasks in the DACUM (Developing a Curriculum) process are discussed: developing DACUM Chart #1, testing the validity of DACUM Chart #1, modifying DACUM Chart #1, and preparing the final DACUM Chart. The second section suggests specific knowledge and abilities that are necessary to perform each of the occupational tasks listed in the skills profile. The 94 main objectives are each listed on a separate page. Each page offers the following information: job component (relations with clients, relations with own agency, or relations with the community); area of competence; the main objective; enabling objectives; and notes to instructors. Appendixes include Skills Profile Charts #1 and #2 and workers' and supervisors' questionnaires. (YLB)

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FOUNDATIONS FOR A CURRICULUM IN HUMAN SERVICES WORK

A SPECIAL PROJECT FUNDED BY THE BRITISH COLUMBIA MINISTRY OF EDUCATION, POST-SECONDARY DEPARTMENT

Supervised by VANCOUVER COMMUNITY COLLEGE, Continuing Education Department

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BURNABY, BRITISH COLUMBIA

JULY 1984

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INTRODUCTION

This report describes occupational tasks performed by human services workers in non-government agencies. It outlines the range of tasks undertaken and suggests specific skills required by these workers. The information is provided as a basis for developing training programs related to human services work in the private sector.

Today, in every community, there exists a network of human services provided by non-government organizations. Agencies involved in this work are concerned with the full range of human problems in society: drugs, alcohol, juvenile delinquency, mental illness, marital breakdown, suicide, battered wives, unemployment, physical disability, crime, lack of shelter, inadequate food, and many other issues. Services are offered by churches, charities, corporations, non-profit societies, special interest groups, and others. Some of the groups are large and well known, such as John Howard Society, YMCA, Canadian Paraplegic Association, or B.C. Lion's Society for Crippled Children; most are small and less-well known. They are sometimes funded by government grants, and often work closely with government agencies, but they are not directly managed as government departments and their employees are not members of a government staff.

Most staff members employed in these agencies do not require professional qualifications. They are not required to hold degrees or certificates, except in a few cases where legislation specifies a credential. While many agencies choose to employ staff with specific degrees or credentials, the majority employ first-line workers who are not social workers, nurses, psychologists, or other professionals. For the majority of workers, training in human services work occurs on-the-job after they have been hired.

This report concerns work performed by staff members in these agencies who provide a direct service for agency clients, are employed in salaried positions by their agencies, and do not require professional credentials to be employed. By inference, the analysis does not include government employees, supervisors of first-line workers, volunteers, or employees who require a professional credential to perform their work.

The report is comprised of two sections. The first describes the development of a skills profile chart which outlines the skills required by human services workers in the private sector. The second suggests specific items of knowledge and abilities which are necessary to perform each of the occupational tasks listed in the skills profile.

I. DEVELOPMENT OF A SKILLS PROFILE FOR HUMAN SERVICES WORKERS

This project was begun in September 1982. The purposes were to develop a skills profile chart for non-government human services workers, and to describe a set of curriculum objectives based on the skills profile. One important condition for the project was that the skills profile be developed using community agencies as a primary source of information. To accomplish that task the DACUM (Developing a Curriculum) process was used.

A. DACUM CHART #1

The first major task was to organize and conduct a DACUM workshop where representatives from various community agencies would be invited to help design a Skills Profile Chart by describing the tasks performed by human services workers on the job. The workshop was to be held within three or four weeks of the first project meeting.

To ensure adequate representation from all sectors of human services work in the non-government agencies a sampling plan was required. The first step was to identify a set of categories to represent the human services domain. For this project the categories chosen were the main headings in the Table of Contents for the 1982 Directory of Services (Red Book) published by the Greater Vancouver Information & Referral Service. That book lists most of the human services agencies operating in Greater Vancouver and the Table of Contents classifies the agencies in general categories. Those general categories were selected as the sampling framework for this project. The human services areas in the following list were considered to contain one or more agencies which employed personnel of interest to this project: (1) Community Planning, (2) Correctional Services, (3) Counselling Services, (4) Death and Bereavement, (5) Drugs and Addictions, (6) Employment, (7) Mental Health, (8) Homemaking,

(9) Accommodation, (10) Immigrant Services, (11) Legal Services, (12) Specific Groups

To select participants for the DACUM workshop the list of agencies within each of the service areas was examined. One agency was to be chosen to represent each area, and that agency was to be asked to provide a human services worker as a workshop participant. In general, the criteria used to select an agency were as follows: (1) The agency was relatively well known for its work in the field (2) The agency employed a relatively large staff of human services workers (3) The agency provided a variety of services which were used throughout the community (4) The agency was not too narrowly focused in its client base or in its perspective on issues (5) The agency was not highly motivated to seek publicity for political purposes. An additional consideration was the desire to have at least one representative for services provided for each of the following specific groups: (1) mentally disabled (2) physically disabled (3) native peoples (4) senior citizens (5) women (6) youth.

For each agency selected, the director was contacted by letter and phone to ask if a knowledgeable first-line human services worker could be present at the DACUM workshop. A staff member who could attend both days of the workshop was requested, and it was explained that the people best able to describe their jobs were those who performed them. Some of the invited agencies declined to participate for a variety of reasons; others were uncertain about attendance, and several agreed to attend.

The workshop was conducted Wednesday and Thursday, October 6 and 7, 1982 at False Creek Residence for the Physically Disabled, 1176 Forge Walk, Vancouver. Of those that accepted, some representatives did not arrive at the workshop. Although participants had been requested to attend for both days, some participants attended for only one of the days. The majority of participants were not first-line workers, but instead, were supervisors of those workers. Table 1 lists invited agencies and workshop participants.

TABLE 1: AGENCIES INVITED TO DACUM WORKSHOP #1

HUMAN SERVICES AREA	AGENCY INVITED	REPRESENTATIVE
Community Planning	Neighbourhood Houses Assoc.	Lynda Dassiuk
Correctional Services	Elizabeth Fry Society	
Counselling Services	Pastoral Institute	
Death and Bereavement	Catholic Community Services	
Drugs and Addictions	Salvation Army	
Employment	Coquitlam Share Society	Michael Shea
Mental Health	Kitsilano Workshop	
Homemaking	Medox	
Accommodation	Marpole-Oakridge Seniors Services	Alice James
Immigrant Services	MOSAIC	Vera Radio
Legal Services	Native Courtworkers Assoc.	
Specific Groups	Handicapped Resources Centre	Lyle Meredith

Also attending the workshop were staff members of Vancouver Community College. Don Oakes and Pat Raftery attended both as workshop organizers and human services specialists; John Lusted attended as a resource person in career awareness services; and Adria Blunt welcomed participants at the beginning of the workshop. Project consultants were also present. Doug Kerr attended as workshop leader and Dale Rusnell attended as project coordinator.

At the conclusion of two days, the participants had developed a Skills Profile Chart for Human Services Workers. That chart is illustrated in Appendix A. As may be seen, the Skills Profile Chart is organized in three major sections: (1) Human Services Worker Relations with Clients (2) Human Services Worker Relations with the Employing Agency (3) Human Services Worker Relations with the Community. Within those sections, 11 areas of general competence were identified, which in turn were illustrated by 66 specific tasks performed on the job.

Further activities were then designed to test the validity of the chart and to make appropriate changes where necessary.

B. TESTING THE VALIDITY OF DACUM CHART #1

The validity of the Skills Profile Chart was tested by gathering information from non-government human services agencies. To test whether the chart was valid it was necessary to answer the following questions: (1) Do human services workers in various agencies perform the tasks listed in the chart? (2) Do human services workers perform additional tasks which are not listed in the chart? (3) Are the tasks listed in the chart important for a human services worker to be successful on the job? (4) Are there additional tasks not listed on the chart which are important for a human services worker to be successful on the job? Answers to those questions were gathered from numerous community agencies through a series of interviews and questionnaires.

To facilitate the validation process, Chris Phillips, an experienced social worker, human services worker, and educator was asked to join the project group. His task was primarily to contact agencies in the sample, to conduct interviews within those agencies, and to follow up by encouraging agencies to complete the questionnaires.

Two questionnaires were developed. The first was for use by first-line human services workers. In that questionnaire the worker was given the list of 66 tasks on the Skills Profile Chart and asked HOW OFTEN each task was performed on the job. The second questionnaire was for use by supervisors of first-line workers. Its format was similar except that supervisors were asked HOW IMPORTANT each task was for a worker to be successful on the job. In each questionnaire, respondents were asked to write in additional tasks which were performed by first-line workers, but which had not been included in the Skills Profile Chart. Copies of both questionnaires may be found in Appendix B.

The questionnaires were distributed to a sample of 45 agencies. Each agency received a maximum of five forms for first-line workers and two forms for supervisors, to provide information from diverse jobs within the organization. There was not sufficient time to conduct personal interviews with each, so the sample was split into two sections. Those in the first section were interviewed when Chris personally delivered the questionnaires and those in the second section received questionnaires by mail, followed by a phone call from Chris to answer any questions. Organizations in the first section required time to distribute questionnaires among staff members and those forms were picked up by Chris at a later date. Forms from the second section were mailed to Chris except in a few cases where it was convenient for him to pick them up in person.

In the first DACUM workshop the participants were not sufficiently representative of non-government agencies in the human services domain. To compensate for that deficiency, participation from a broader range of the human services community was required to validate the Skills Profile. A sample of agencies was selected from the 1983 Directory of Services for Greater Vancouver (a newly published update from the 1982 version used for the DACUM workshop sampling). More than one agency was wanted within each area of human service wherever possible, and the criteria for selection were similar to the first sampling, with the additional attempt to include a sufficiently diverse range of agency activities within each service area. Also, agencies represented at the first workshop were not included in the second sample, to avoid the possibility of bias arising from a person being included in both the generation and validation phases of the skills chart. Table 2 lists the human service areas, the representative agencies selected, and the procedure used to approach each agency for the validation procedures.

As may be seen in Table 2 a total of 121 first-line workers and 52 supervisors in human services agencies completed questionnaires. Of the 21 agencies contacted for personal interviews, 17 (81%) returned questionnaires and of the 24 agencies contacted for a mailed survey, 14 (58%) responded. The combined response rate for all 45 agencies contacted was 31 (69%). Summaries of results for both questionnaires are included in Appendix B.

In general, the majority of 121 first-line workers performed most of the 66 specific tasks at least once a week. There were a few tasks which were not commonly performed, but it appeared that Dacum Chart #1 had accurately described the jobs of these workers. Similarly, the results from 52 supervisors indicated that most of the 66 tasks were considered to be important for success on the job.

TABLE 2: AGENCIES INCLUDED FOR VALIDATING THE SKILLS PROFILE CHART

HUMAN SERVICES AREA	AGENCY APPROACHED	VISITED	PHONED	NO. OF RESPONSES	
				WORKER	SUPERVISOR
Community Planning	South Van.Neighbourhood House	X		5	2
	B.C. Coalition of the Disabled		[X]	0	0
Corrections & Rehabilitation	Elizabeth Fry Society of B.C.	X		5	2
	John Howard Society of B.C.		X	5	1
Counselling Services	Family Services of Greater Van.	[X]		0	0
	Pastoral Institute of B.C.	X		4	2
	Crisis Intervention and Suicide Prevention Centre of Gr. Van.		X	2	1
	Life Line Society		[X]	0	0
Death and Dying	L.I.F.E. Resources Centre		[X]	0	0
Drugs, Alcohol, and Addiction	Connection Society	X		5	2
	Alternatives		X	2	1
	Native Courtworker and Counselling Association		X	3	1
Education	Native Education Centre	X		3	2
	Van. Indian Centre Society		[X]	0	0
Employment	Mt. Pleasant Community Workshop	X		2	2
	Kitsilano Workshop		X	4	1
Financial Assistance	Vancouver Poppy Fund	[X]		0	0
	Disabled Veterans' Association		[X]	0	0
Free/Low Cost Goods	Goodwill Industries	[X]		0	0
	411 Seniors Centre		X	0	1
Mental Health	Mental Patients Association	X		3	2
Homemaker and Home Repair	Kitsilano Inter-Neighbourhood Development	X		5	2
	Community Homemaker Service Assoc. of Greater Van.		X	5	2
Housing and Accommodation	Lookout	X		5	2
	Canadian Hostelling Assoc.		[X]	0	0
	Red Door Rental Aid Society		X	4	2
	Powell Place Sanctuary for Women		X	3	0
	Building Independent Living with the Disabled		[X]	0	0
	Van. and District Public Housing Tenants Association		X	5	2
	Victory House		X	4	2
Immigrant Services	Immigrant Services Society	X		3	1
	Immigrant Resources Project		[X]	0	0
Multicultural Organizations	Affiliation of Multicultural Societies of B.C.	X		(6)	2

(Table Continued on Next Page)

Services for Special Groups	Van.-Richmond Assoc. for Mentally Handicapped People	X		5	2
	ASK Friendship Society		X	3	2
	Canadian Paraplegic Assoc.	X		5	2
	Vancouver Neurological Centre		[X]	0	0
	War Amputations of Canada		[X]	0	0
	Senior Citizens Outreach Society		X	5	2
Family Places	East Side Family Place	X		5	2
	Hastings Family Drop-In		X	3	1
Youth	Gordon House Neighbourhood Services	X		4	2
	Y.M.C.A. of Greater Van.	X		4	2
	Y.M.C.A. of Greater Van.	X		4	2
Transportation	B.C. Lion's Society for Crippled Children	[X]		0	0
	TOTAL NUMBER APPROACHED	21	24		
	TOTAL NUMBER RESPONDING	17	14	121	52

Agencies not responding are marked with [ ].
( ) This agency was permitted more than 5 because it is an affiliation of several separate agencies.

C. MODIFYING DACUM CHART #1

To modify the original skills profile a second DACUM workshop was organized. As community agencies were being interviewed, a list of potential workshop participants was drafted from agency staff members who appeared to be personally interested in the project and its importance. Approximately twelve people were then invited to a DACUM workshop. In addition, one member of the first workshop was invited to provide a degree of continuity. The names of participants are listed in Table 3.

Also attending the workshop were Doug Kerr, Chris Phillips, and Dale Rusnell as project team members; and Don Oakes and Pat Raftery from Vancouver Community College.

In advance of the workshop, each participant was provided with a summary of results from the questionnaires, and a list of additional items suggested by staff members in the agencies surveyed. The workshop was held Thursday, February 24 at the False Creek Residence for the Disabled, with all those listed in Table 3 attending. During the day, the original skills profile was analyzed and modified. At the end of that day, the task was not complete, and a further one-half day meeting was arranged.

TABLE 3: PARTICIPANTS IN THE SECOND DACUM WORKSHOP

HUMAN SERVICES AREA	COMMUNITY AGENCY	PARTICIPANT
Community Planning	Neighbourhood Houses Assoc.	Lynda Dassiuk
	South Van. Neighbourhood House	Barbara Downs
Drugs, Alcohol & Addiction	Connection Society	Ted Jest
	Native Courtworker Assoc.	Gary Johnston
Employment	Kitsilano Workshop	Joyce Evans
Housing and Accommodation	Lookout	Karen O'Shaughnessy
Services for Special Groups	Canadian Paraplegic Assoc.	Norman Haw
	Margaret Fulton Place	Margaret Kelly
Family Places	East Side Family Place	Mary Bosze

A final meeting took place one week later, and at that time the work to revise the chart was completed. All but two of the participants from the first meeting were in attendance.

When the revisions were complete the original chart had been altered by having some items eliminated, others added, locations on the chart changed, or items reworded. The revised skills profile chart is included as Appendix C.

To complete this phase of the project, all workshop participants and community agencies involved in the project were mailed letters to express thanks for their participation and to provide survey summaries and the skills profile for their information. The skills profile chart was submitted to Vancouver Community College for consideration and further development as required.

D. PREPARING THE FINAL DACUM CHART

As part of the requirements for this project, the skills profile chart was to be submitted for examination by the Ministry of Education before it was to be used as a basis for writing curriculum objectives. At the completion of Dacum Chart #2, a project report was prepared and submitted to the Ministry of Education for that purpose.

In addition to this project, the Ministry of Education had been funding a task analysis of human services jobs in the government sector. That project was undertaken by Camosun College in Victoria. Also, prior to the current project, the government had funded another task analysis of non-government human services undertaken by Douglas College. The current project had been conducted without reference to either of those projects, so that the work would be independent and unaffected by their results. When Ministry approval to proceed was received, those existing reports were provided by the Ministry for reference in developing the curriculum objectives for this project.

Those reports were used by project staff to identify possible errors and omissions in Dacum Chart #2 before proceeding to write curriculum objectives. As a result of that examination, one area was added to the skills profile. A decision was made by project staff that the competencies of Crisis Management were not sufficiently identified in Dacum Chart #2, and that area of competence was added to the skills chart. The final skills profile is provided as Figure 1.

As may be seen, the skills profile for human services workers has three major sections which describe occupational relationships:
(1) Relations with Clients
(2) Relations with Own Agency
(3) Relations with the Community.

Within each major section, the general areas of competency are listed in the far left column. The first section describes five major competencies in the helping process between worker and client:
(1) Establish Rapport with Client
(2) Assess the Needs of the Client
(3) Explore Options with Client
(4) Provide Service for the Client
(5) Assess Outcomes with the Client.

With respect to providing services, three separate forms of service are described: (1) Indirect (2) Direct (3) Crisis Management.

The second section lists five major competencies concerning the worker's relations with the agency:
(1) Follow Agency Rules and Norms
(2) Participate as a Group Member in the Agency
(3) Work with Volunteers
(4) Plan and Organize Personal Work Activities
(5) Report Results.

The third section lists three major competencies concerning the worker's relations with the community:
(1) Maintain a Current Information Base
(2) Maintain Contacts within the Community
(3) Maintain Contacts with Workers in Other Agencies.

Each major competency is accompanied by a list of specific skills which are considered to be sub-components of the general skill. These specific skills form a row to the right of the general competency, and are labelled by letter and number to reflect their connection with the general skill, which is labelled with a corresponding letter. In total, 13 general competencies and 94 specific skills were identified. The number of specific skills listed for each of the three major sections reflects the relative importance of a worker's relationships on the job. Relations with clients are described by 51 skills; relations with the agency by 31; and relations with the community by 12.

The frequency and importance for many of the specific skills can be found in the questionnaire summaries of Appendix B. These items of information are not available for all 94 skills, however, because a survey of agencies was not undertaken after the final modifications were made to the skills profile chart. The questionnaires included the original 66 skills, and of those, 58 were incorporated into the final profile. The additional 36 skills in the final profile relate primarily to specific services offered to clients, working with volunteers, and community relations. Information concerning the frequency or importance of those 36 skills on the job has not been gathered. Their validity in the chart has been accepted on the basis of broad agreement among workshop participants.

FIGURE 1

SKILLS PROFILE CHART FOR HUMAN SERVICES WORKERS

1. RELATIONS WITH CLIENTS

A. ESTABLISH RAPPORT WITH CLIENTS	A1. Create a comfortable environment for meetings with the client	A2. Make non-threatening initial contact with client	A3. Determine the client expectations of the relationship	A4. Explain agency's services	A5. Use appropriate non-verbal behaviour	A6. Use appropriate verbal behaviour
	A7. Facilitate the client's self-disclosure	A8. Engage in appropriate self-disclosure	A9. Describe own understanding of the client's condition or situation			
B. ASSESS THE NEEDS OF THE CLIENT	B1. Gather information from the client	B2. Gather information from the client's social support group	B3. Gather information about the client's social support group	B4. Gather client-related information from community agencies	B5. Recognize and interpret client's non-verbal behaviour	B6. Assess client's social capabilities
	B7. Assess the client's physical appearance	B8. Assess the client's physical capabilities	B9. Assess the client's mental or intellectual state	B10. Assess the client's emotional capabilities	B11. Assess the client's financial situation	B12. Define the client's needs in concert with client
	B13. Plan strategy for working with client					
C. EXPLORE OPTIONS WITH CLIENT	C1. Review with client previous attempts to deal with the need	C2. Determine with client the causes of the client's need	C3. Establish goals with client	C4. Identify client's options for action	C5. Identify resources required for each option	C6. Evaluate effects of each option

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D. PROVIDE SERVICE FOR THE CLIENT	D1. Select the most viable option	D2. Encourage the client to take action	D3. Encourage the client to take personal responsibility for action	D4. Teach the client skills to take action		
	D(A). PROVIDE INDIRECT SERVICES	D(A)5. Arrange for provision of services to client by other agencies	D(A)6. Refer the client to appropriate resources	D(A)7. Intervene on behalf of the client		
	D(B). PROVIDE DIRECT SERVICES	D(B)8. Plan and lead client group activities	D(B)9. Teach client required skills	D(B)10. Provide immediate medical attention as required	D(B)11. Provide specific agency services for the client	D12. Provide ongoing support for the client
E. ASSESS OUTCOMES WITH THE CLIENT	E1. Determine with the client if goals have been reached	E2. Assist client in determining future goals	E3. Prepare client for termination of services	E4. Terminate contact with client	E5. Follow up and monitor the long-term results of services to client	

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II. RELATIONS WITH OWN AGENCY

F. FOLLOW AGENCY RULES AND NORMS	F1. Clarify own mandate and operating norms	F2. Function in accord with agency's ethical standards	F3. Control information in accord with professional standards of confidentiality	F4. Determine job expectations under supervisor's guidance	F5. Complete assigned administrative tasks	F6. Identify own agency's structure and functions
G. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY	G1. Discuss caseload problems with co-workers	G2. Give and receive constructive criticism	G3. Deal with and resolve inter-personal issues with co-workers	G4. Share information with others	G5. Plan and conduct meetings	G6. Participate effectively in meetings
	G7. Effectively use agency's internal resources	G8. Participate in planning of funding proposals				
H. WORK WITH VOLUNTEERS	H1. Recruit volunteers	H2. Assess volunteer's skills	H3. Train volunteers for specific tasks	H4. Coordinate volunteer activities	H5. Evaluate performance of volunteers	
I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES	I1. Prioritize personal work activities	I2. Organize work station and materials	I3. Plan daily work activities	I4. Follow timetables	I5. Evaluate own work performance	I6. Engage in professional development activities
	I7. Recognize symptoms of own reactions to stress	I8. Cope effectively with stress				
J. REPORT RESULTS	J1. Write client file notes	J2. Write client case reports	J3. Compile statistics for agency purposes	J4. Prepare and give effective verbal reports		

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III. RELATIONS WITH THE COMMUNITY

K. MAINTAIN A CURRENT INFORMATION BASE	K1. Maintain current knowledge of relevant legislation and policies	K2. Identify appropriate community resources	K3. Monitor relevant community issues	K4. Identify resource contacts in the community
L. MAINTAIN CONTACTS WITHIN THE COMMUNITY	L1. Obtain and/or improvise needed resources	L2. Represent agency to the public	L3. Participate in agency's fund-raising activities	L4. Develop contacts with business organizations in the community
M. MAINTAIN CONTACTS WITH WORKERS IN OTHER AGENCIES	M1. Build working relationships with personnel of other agencies	M2. Gather information from community agencies	M3. Inform other agencies about involvement with multi-agency clients	M4. Participate in coordination of services for multi-services clients

PARTICIPANTS IN WORKSHOPS TO DEVELOP THIS SKILLS PROFILE:

Mary Bruce	East Side Family Place
Lynda Dansdick	Rehabilitation and Counselling Services
Barbara Deane	South Vancouver Neighbourhood House
Joyce Evans	Kitsilano Workshop
Norman Haw	Canadian Paraplegic Association
Alice James	Marpole Oakridge Seniors Services
Gary Johnston	The Native Courtworker and Counselling Association of B.C.
Doug Kerr	Tracom Training Consultants
Margaret Kelly	Margaret Fulton Place
Ted Jost	Connection Society
John Lunstad	Vancouver Community College
Lyle Meredith	Handicapped Resource Centre
Don Oakes	Vancouver Community College
Karen O'Shaughnessy	Lookout
Chris Phillips	Chris Phillips & Associates
Vera Radio	MOSAIC
Patricia Raftery	Vancouver Community College
Dale Russell	Continuing Education Project People
Michael Shea	Coquitlam Family Centre

II. COMPETENCIES FOR HUMAN SERVICES WORKERS

The second purpose of this project was to develop a set of curriculum objectives. The skills profile described in Section I was used as the source document for this task.

The DACUM chart describes specific tasks which must be performed by human services workers. Translating the skills profile into objectives for instructional purposes required two steps: (1) analyzing each specific skill to determine the set of knowledge items and competencies which form the basis for acquisition of the skill (2) writing the skills, knowledge items, and competencies in terms of observable behaviour.

Each of the 94 skills on the DACUM chart was analyzed to identify an hierarchy of items to be learned in achieving the desired skill. Items were identified by answering the following questions: (1) What must the worker KNOW to demonstrate the skill? (2) What must the worker DO to demonstrate the skill? The analysis was performed by two project team members discussing each skill, writing a list of possible items, and then refining, revising, adding, deleting, modifying, and rewriting the original list. The items on the list were then written in terms of observable behaviours for purposes of instruction.

The remaining pages of the report list the 94 skills and their supporting knowledge and sub-skill items. Each page includes one skill, with pages ordered sequentially by letter and number as found in the skills profile chart. Before proceeding to the list of curriculum objectives, several points should be noted.

To identify locations on the skills profile as well as levels of specificity for objectives, selected terms have been used.

(1) "Job Component" has been used to refer to one of the three main sections which refer to worker relations on the skills profile chart. "Relations with Clients" is one of three main job components.

(2) "Area of Competence" is represented by the letters A through M on the skills profile. Each major job component includes several areas of competence. "Establish Rapport with Client" is an area of competence which is part of the job component, "Relations with Clients".

(3) "Main Objective" is a specific skill required to achieve an area of competence. For example, "Establish Rapport with Clients" is an area of competence which includes nine main objectives, numbered 1 to 9 on the skills profile.

In this curriculum, there is one Main Objective per page. That main objective describes the specific competency a learner must demonstrate to perform the job adequately.

To achieve a Main Objective, several Enabling Objectives are normally required. These Enabling Objectives identify elements of knowledge and detailed behaviour which, when combined, will lead toward achievement of the Main Objective.

Readers who are familiar with the format of instructional objectives will note that the objectives listed in this report do not include any conditions, criteria, or standards for the performance of stated behaviours. These components have been omitted so that each instructor using the objectives will be able to select suitable conditions and standards for a particular learning event. To prescribe the objectives at that level of detail was believed to be too inflexible for the potential diversity of uses for this curriculum.

Skillful performance of any task requires several competencies. A worker needs to know how, when, where, who, and why to perform the task. Most skills require a combination of mental decisions as well as physical actions. Skills-based instruction should incorporate both the mental and physical aspects of performance. For this project, the verbs used for enabling objectives are intended to convey the level and type of performances required.

Basic information is conveyed by verbs such as "describe" or "explain". "Explain" is intended to convey a higher level of analysis than "describe".

Mental decisions are conveyed by such terms as "select", "identify", "distinguish", or "determine". They generally refer to the actions of identifying the options and making a decision about something.

Physical aspects of skill are labelled with such terms as "use", "demonstrate", "prepare", "create", "collect", "arrange for" or "write".

In any field of employment there are some items of knowledge which are identical for all workers in every place of employment. There are also items which are required by every worker, but which are unique within each place of work. For example, every worker needs to know the agency director's name, but the specific name known by each worker may differ.

Some items of knowledge and behaviour are required identically by all human services workers in the private sector. Other items are required as a category of knowledge or behaviour, but the specific details will vary among agencies. For example, all workers need to know how to establish rapport with clients, but workers in different agencies may need to learn different procedures, depending on the nature of their clients.

Many of the objectives refer to "the agency". That term is used when the details related to the objective will vary, depending on the agency. None of the objectives refers to detailed knowledge or skill required by only one type of agency. For example, no objectives refer to skills specifically required for working with only one human services area such as drug addiction, child battering, or physically disabled clients.

For training programs related to one specific agency, the objectives can be used directly as written. For programs where learners relate to different agencies, instruction will have to account for the different details which each learner may require. Where learners have no specific connections with agencies, instruction will have to be modified to deal with those objective in a more general way, pointing out generic aspects of the objectives. For example, in an objective which relates to agency policy, if there is no specific agency to refer to, instruction can be modified to discuss the important elements of policy in a general way.

Finally, it should be noted that this curriculum will provide only a basic foundation for work in the human services. An agency employing a worker who can demonstrate competencies in these objectives will have to train that worker in the specific details of the agency job. Acquisition of the foundation skills identified in this project will provide a suitable beginning point, but each agency will require further training before a new employee can achieve competence on the job.

CURRICULUM OBJECTIVES FOR FIRST-LINE HUMAN SERVICES WORKERS
IN THE PRIVATE SECTOR

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: A. ESTABLISH RAPPORT WITH CLIENTS

MAIN OBJECTIVE: 1. CREATE A COMFORTABLE ENVIRONMENT FOR MEETINGS WITH THE CLIENT

ENABLING OBJECTIVES

a. Describe physical elements of a comfortable environment for clients
b. Describe psychological elements of a comfortable environment for clients
c. Identify particular requirements of an environment for clients with special needs or handicaps
d. Identify appropriate meeting places in the community for different types of clients
e. Select appropriate meetings places, within agency facilities and the community, for different types of clients
f. Given the agency's facilities, can structure the environment for effective meetings with the client

NOTES TO INSTRUCTORS:
Some factors to consider include the following:
-convenience of the meeting location: ease of access
-required facilities for people with various handicaps
-types of facilities which feel comfortable to the client
-suitability of facilities for types of client needs
- for office settings:
-comfortable furniture
-box of tissues
-coffee
-medium lighting
-comfortable arrangement of furniture
-door closed for privacy
-no interruptions
-plants
-ability to switch off phone
-warm atmosphere
- for community setting
-privacy
-coffee or refreshments available
-no interruptions
-quiet, non-threatening area

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: A. ESTABLISH RAPPORT WITH CLIENT

MAIN OBJECTIVE: 2. MAKE NON-THREATENING INITIAL CONTACT WITH CLIENT

ENABLING OBJECTIVES

a. Describe factors by which clients may appear to be threatened
b. Distinguish between threatening and non-threatening personal behaviours and images
c. Identify a non-threatening place where the initial contact should be made
d. Present a non-threatening first impression by actions and image
e. Emphasize a helpful role to the client

NOTES TO INSTRUCTORS:

Some factors related to this topics include:
-offer immediate concern to client's problem
-greet in a caring manner
-steer client to non-threatening environment
-question how to be of assistance
-create a good first impression through dress and jestures
-use a pleasant voice

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: A. ESTABLISH RAPPORT WITH CLIENT

MAIN OBJECTIVE: 3. DETERMINE THE CLIENT EXPECTATIONS OF THE RELATIONSHIP

ENABLING OBJECTIVES

a. Ask what client wants
b. Ask how the client views the agency's role in providing help
c. Ask the client what help the agency should give
d. Determine the client's level of dependence on agency for help

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: A. ESTABLISH RAPPORT WITH CLIENT

MAIN OBJECTIVE: 4. EXPLAIN THE AGENCY'S SERVICES

ENABLING OBJECTIVES

a. List all agency services
b. Explain agency guidelines for provision of services
c. Explain policies regarding who is allowed to have services
d. Identify agency services appropriate to specific client
e. Identify most appropriate way to present information to client
f. Explain services to the client

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: A. ESTABLISH RAPPORT WITH CLIENT

MAIN OBJECTIVE: 5. USE APPROPRIATE NON-VERBAL BEHAVIOUR

ENABLING OBJECTIVES

a. Explain the importance of non-verbal communication
b. Describe the major components of non-verbal behaviour
c. Identify possible meanings of various examples of non-verbal behaviour
d. Demonstrate examples of non-verbal behaviour to communicate meaning
e. Use non-verbal behaviour that is appropriate to establish rapport with typical clients of the agency

NOTES TO INSTRUCTOR:

Some of the factors related to this topic include the following:

-Set the tone of support and trust by
- -smiling
- -good use of body language
- -comforting jestures
- -dress suitably
- -emphasize good eye contact
- -be aware of proximity
- -don't be too intense
- -present casual demeanor
- -facilitate non-verbal receptiveness - shaking hands, nodding head steering to comfort - physical touch
- -be aware of how you affect other person's senses - smoking, bad breath,
- -physical appearance
- -sense of confidence, trust

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: A. ESTABLISH RAPPORT WITH CLIENT

MAIN OBJECTIVE: 6. USE APPROPRIATE VERBAL BEHAVIOUR

ENABLING OBJECTIVES

a. Select a suitable form of language for use with specific client
b. Identify specific words which are important to avoid with clients
c. Identify suitable types of conversation to engage in with clients
d. Demonstrate ability to engage in conversation to establish rapport
e. Explain the procedures of active listening
e. Demonstrate active listening skills

NOTES TO INSTRUCTOR

Some of the ideas related to this topic include the following:

-greet with concern, care, help
-friendly tone
-social, casual conversation
-identifying common interests, experiences
-ask what you can provide immediately - coat rack, coffee, seat
-use appropriate language
-identify process to communicate effectively - questioning, repetition
-relating personal experiences
-use non-clinical language
-use simple language
-don't be condescending or patronizing
-act in positive tones
-be diplomatic, tactful, discreet in conveying and extracting information
-give positive reassurances

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: A. ESTABLISH RAPPORT WITH CLIENT

MAIN OBJECTIVE: 7. FACILITATE THE CLIENT'S SELF-DISCLOSURE

ENABLING OBJECTIVES

a. Explain the concept of self-disclosure
b. Explain the importance of self-disclosure in establishing rapport
c. Identify appropriate times when it is proper to ask the client for self-disclosure information
d. Describe the conditions which permit or limit a client's self-disclosure
e. Describe formal and informal strategies which will help the client disclose appropriate information
f. Describe suitable ways to ask clients for self-disclosure information
g. Demonstrate ability to facilitate a client's self-disclosure

NOTES TO INSTRUCTOR

Some ideas related to this topic include the following:

-assure client about your understanding and non-judgement
-express to client degree of confidentiality
-let client know that you believe what is being told
-never question client's integrity
-never initially disbelieve what client says
-never express that you can't help client
-never leave client with feeling of helplessness
-assure client that self-disclosure information is necessary for help to be given
-let client know that self-disclosure will not be used against them
-know conditions which permit or limit self-disclosure
-know when the time is right to ask for self-disclosure

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: A. ESTABLISH RAPPORT WITH CLIENT

MAIN OBJECTIVE: 8. ENGAGE IN APPROPRIATE SELF-DISCLOSURE

ENABLING OBJECTIVES

a. Explain the dynamics of personal interaction
b. Identifying the types and level of information needed to establish rapport
c. Distinguishing appropriate from inappropriate information to disclose
d. Explain the risks of disclosing inappropriate information
e. Identify personal information which will promote rapport with the client
f. Demonstrate willingness to give some information, keeping in mind that the perspective is for the client's needs

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: A. ESTABLISH RAPPORT WITH CLIENT

MAIN OBJECTIVE: 9. DESCRIBE OWN UNDERSTANDING OF THE CLIENT'S CONDITION OR SITUATION

ENABLING OBJECTIVES

a. Identify key elements of the client's situation
b. Describe important effects for the client which result from the condition or situation
c. Explain implications of the condition for the client
d. Restate the client's explanation of the condition
e. Use case studies and examples to explain the situation
f. Use analogous situations to explain the condition
g. Explain personal knowledge about the situation or condition
h. Explain personal experiences with the condition
i. Describe personal feelings about the condition
j. Explain possible improvements for the client

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 1. GATHER INFORMATION FROM THE CLIENT

ENABLING OBJECTIVES

a. Identify information which should be collected from the client
b. Explain a variety of techniques for gathering information
c. Explain the importance of gathering information from the client
d. Demonstrate ability to ask effective questions
e. Derive relevant information from written documents
e. Accurately record the information collected in a suitable format

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 2. GATHER INFORMATION FROM THE CLIENT'S SOCIAL SUPPORT GROUP

ENABLING OBJECTIVES

a. Determine if the client has a social support group
b. Identify members of the client's support group
c. Identify the structure of the support group
d. Identify types of useful information likely known by group members
d. Identify appropriate ways to collect information from group members
e. Explain details concerning a waiver of consent to collect information
f. Ask client to sign a consent to gather information
g. Seek cooperation of support group members to provide information
h. Demonstrate ability to gather information from support group members

NOTES TO INSTUCTORS

Some of the ideas related to this topic include the following

-using interviews
-phone interviews
-questionnaires
-home visits
-taking statements
-documenting visits
-asking client who is in the support group
-identifying likely elements of a support group for a client
-pinpoint important people in the support group
-identifying the information network of the support group
-ask client who will be willing and non-willing to share information
-ask who client trusts and distrusts
-ask if the information will be accurate or inaccurate
-ask if the information will be helpful or harmful
-ask about other people outside of social support group
-ask client if they are comfortable with you seeking information from group
-ask if there is reluctance about you seeking information

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 3. GATHER INFORMATION ABOUT THE CLIENT'S SOCIAL SUPPORT GROUP

ENABLING OBJECTIVES

a. Determine if the client has a social support group
b. Identify members of the client's support group
c. Identify relations among members of the support group
d. Identify sources who will have information about the social support group
e. Describe the types of information to collect concerning the group
f. Describe suitable techniques for gathering the information
g. Demonstrate ability to collect information about the group
g. Accurately describe important information about the client's social support group

NOTES TO INSTRUCTORS

There is some overlap between IB2 and IB3. The intent of IB2 is to collect information FROM the client's support group ABOUT the client. The intent of IB3 is to collect information ABOUT the social support group to identify ways in which that group relates to the client's needs.

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 4. GATHER CLIENT-RELATED INFORMATION FROM COMMUNITY AGENCIES

ENABLING OBJECTIVES

a. Identify agencies which are willing to share information on either a confidential or non-confidential basis
b. Identify types of information held by each agency
c. Identify suitable ways to gather information from agencies
d. Identify requirements of each agency before the information is given
e. Explain the standards and procedures for information exchange between agencies
f. Explain potential reasons for being denied access to information from various agencies
g. Explain the acts and statutes concerning confidentiality, privacy, and disclosure at both the federal and provincial levels
h. Describe the level of aggressiveness needed to obtain information from each agency
i. Describe alternate routes to access information from an agency, considering the information exchange networks shared by an agency
j. Describe the forms and conventions of other agencies' files and forms
k. Interpret information in the format given by another agency

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 5. RECOGNIZE AND INTERPRET CLIENT'S NON-VERBAL BEHAVIOUR

ENABLING OBJECTIVES

a. Explain the components of non-verbal communication behaviour
b. Identify when the client is trying to communicate non-verbally
c. Identify whether the non-verbal communication is conscious or sub-conscious
d. Identify a range of possible meanings for any non-verbal behaviour
e. Recognize and interpret meta-verbal behaviours (grunts, sighs, groans, etc.)
f. Confirm or check interpretations of behaviour before taking action
g. Distinguish passive from aggressive types of non-verbal behaviour
h. Distinguish hostile from non-hostile body expressions
i. Distinguish receptive from non-receptive behaviour
j. Identify behaviours typically associated with the client's likely problem

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 6. ASSESS CLIENT'S SOCIAL CAPABILITIES

ENABLING OBJECTIVES

a. Explain the components of social capability
b. Use a social capability scale to assess client

NOTES TO INSTRUCTOR

These scales are often used in mental health settings: instructors may have to locate a suitable example.

Some typical components of social capability include the following:
Levels of social interaction within capacities of client
- -group interaction
- -interaction with individuals
- -level of independence to maintain interactions

Types of social capability
- -manners
- -dress
- -get along well with others
- -conversation
- -cooperation
- -commitment to social activity

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 7. ASSESS THE CLIENT'S PHYSICAL APPEARANCE

ENABLING OBJECTIVES

a. Identify elements of physical appearance which should be noted
b. Accurately describe a client's physical appearance, including height, weight, hair color, color of eyes, distinguishing features, and clothes
c. Describe normal physical appearance of clients with a specific problem
d. Describe physical symptoms for different types of client problems
e. Identify immediate services required for a client's physical state
f. Interpret physical appearance and make reasonable interpretation of client problem based on physical appearance

NOTES TO INSTRUCTOR

Some ideas which relate to assessing physical appearance include:

-state of clothing and dress
-state of physiological appearance
-state of hygiene appearance
-state of health, nutrition
-note physical deficiencies
-note physical abnormalities
-note unusual physical marks - bruises, cuts
-indications of pain

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 8. ASSESS CLIENT'S PHYSICAL CAPABILITIES

ENABLING OBJECTIVES

a. Explain the components of normal physical capability
b. Describe typical problems which clients may have concerning physical capability
c. Identify specific deficiencies in client physical capabilities
d. Explain how to work with clients who are physically impaired
e. Describe limitations of life activities for clients with various types of physical disabilities
f. Assess client abilities for personal care, given physical disabilities
g. Describe aids available for various physical disabilities
h. Identify aids used by clients to assist with physical disabilities
i. Describe capabilities for work of clients with physical disabilities

NOTES TO INSTRUCTOR

Some of the ideas related to this topic include the following:

Aspects of physical capability
- -hearing
- -vision
- -neuro-muscular problems
- -physical incapabilities
- -strength
- -endurance
- -flexibility
- -mobility of client
- -ability to walk, talk

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 9. ASSESS THE CLIENT'S MENTAL OR INTELLECTUAL STATE

ENABLING OBJECTIVES

a. Explain the components of mental or intellectual functioning
b. Describe typical indicators of mental or intellectual problems
c. Identifying obvious abnormalities in a client's mental or intellectual state

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 10. ASSESS THE CLIENT'S EMOTIONAL CAPABILITIES

ENABLING OBJECTIVES

a. Explain the components of emotional capability
b. Describe typical indicators of emotional capability
c. Describe various emotional characteristics of typical agency clients
d. Identify specific emotional characteristics of a client

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 11. ASSESS THE CLIENT'S FINANCIAL SITUATION

ENABLING OBJECTIVES

a. Describe the major types of financial assets
b. Describe financial resources available to typical agency clients
c. Identify client's current level of assets
d. Explain agency guidelines and policies regarding financial assistance
e. Identify client's needs for financial help
f. Identify the nature of financial help needed by client
g. Describe typical budget items and amounts expected at different social levels
h. List current costs of necessary items for helping client
i. Identify current and potential sources of income for client
j. Identify current levels of expense for client
k. Explain policies and guidelines of other agencies for financial help
l. Identify appropriate agencies for client to contact for financial help
m. Describe levels of financial assistance available from various agencies
n. Describe various ways a client might try to obtain funds from the agency by devious means
o. Judge the validity and reasonableness of financial requests by clients
p. Use the agency forms used for financial assistance
q. Demonstrate the ability to grant as well as refuse financial help

NOTES TO INSTRUCTOR

Some ideas related to this topic are listed below.

-assess client's financial state according to agency policy for help
-identify needs for shelter, clothing, food, medical
-is the need for themselves, or for others as well?
-can client afford to pay for services?
-is need long or short term financially?
-is financial need a loan, gift, deduction against other assistance?
-is situation self-induced or from other causes?
-determine if client is seeking help from other institutions
-determine if client is on assistance already
-determine normal expenses for client
-determine if client is trying to cheat your agency
-determine if client is duplicating assistance among agencies
-determine kind of assistance needed - cash, credit, voucher
-know elegibility rules for client to get help

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 12. DEFINE THE CLIENT'S NEEDS IN CONCERT WITH CLIENT

ENABLING OBJECTIVES

a. Identify what the client thinks the need is
b. Analyze various agency assessments to identify need
c. Analyze information from other agencies concerning need
d. Describe possible needs and discuss each with client
e. Resolve conflicts where you and client do not agree on need
f. Validate client needs by consultation with client, client's social support group, or other agencies
g. Determine the priorities of various needs

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: B. ASSESS THE NEEDS OF THE CLIENT

MAIN OBJECTIVE: 13. PLAN STRATEGY FOR WORKING WITH CLIENT

ENABLING OBJECTIVES

a. Explain the agency criteria for providing service
b. Explain limitations and duration of services available in agency
c. Describe typical timeline for working with clients for different needs
d. Identify possible objectives for work with client
e. Determine level of client motivation to service the need
f. Determine level of responsibility client will accept for showing initiative to make a plan work
g. Seek commitment from client to be involved in a plan of action
h. Seek agreement with client that they will attempt to address their need in various ways - employment, friends, relatives, other agencies
i. Determine the nature of services required for the client need
j. Identify agency staff who need to become involved with the client
k. Determine who is responsible for supervising the client services
l. Identify other agencies or resources required for the services
m. Determine if client requires a team or multi-agency approach
n. Determine if client needs one-to-one or group approach
o. Determine if required services are long- or short- term
p. Describe likely costs and benefits of developing a plan for services

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: C. EXPLORE OPTIONS WITH CLIENT

MAIN OBJECTIVE: 1. REVIEW WITH CLIENT PREVIOUS ATTEMPTS TO DEAL WITH THE NEED

ENABLING OBJECTIVES

a. Identify previous attempts to deal with the need by: (a)other agencies (b) non-agency helpers (c) personal attempts
b. Identify successes and failures of previous attempts for help
c. Analyze likely causes of success and failure in previous attempts
d. Determine which types of previous help were felt by the client to be useful and not useful

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: C. EXPLORE OPTIONS WITH CLIENT

MAIN OBJECTIVE: 2. DETERMINE WITH CLIENT THE CAUSES OF THE CLIENT'S NEED

ENABLING OBJECTIVES

a. Identify general causes of the client's need
b. Develop a list of possible causes for the need
c. Analyze the validity of various possible causes for the need
b. Determine the client's perception of the causes
c. Evaluate the client's perception of the causes
d. Confront the client with alternate explanations if necessary
c. Determine if there is a singular or multi-cause of the need
d. Formulate an agreement with the client concerning the specific cause of the need

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: C. EXPLORE OPTIONS WITH CLIENT

MAIN OBJECTIVE: 3. ESTABLISH GOALS WITH CLIENT

ENABLING OBJECTIVES

a. Determine the specific results desired by client as a result of the service
b. Identify the criteria to be used to determine when need has been met successfully
c. State what the client is expected to be able to do as a result of service
d. Identify the sequence of sub-goals required to achieve the ultimate goal
e. Describe possible ways of documenting achievements toward goals
f. Determine if the results can be measured accurately
g. Determine if goals are realistic for the client
h. Determine if goals are realistic for the agency
i. Confirm agreement with client regarding goals to be achieved
j. Develop and confirm client commitment to goals

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: C. EXPLORE OPTIONS WITH CLIENT

MAIN OBJECTIVE: 4. IDENTIFY CLIENT'S OPTIONS FOR ACTION

ENABLING OBJECTIVES

a. Describe the range of possible actions available for the client
b. Determine which actions the client would agree with
c. Identify all agencies which could provide possible services
d. Describe suitable services provided by each agency
e. Describe the limitations and policies for acceptance by each agency
f. Describe performance expected of the client by each agency
g. Identify the options available if the client fails to meet the goal

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: C. EXPLORE OPTIONS WITH CLIENT

MAIN OBJECTIVE: 5. IDENTIFY RESOURCES REQUIRED FOR EACH OPTION

ENABLING OBJECTIVES

a. Describe the types of resources required for service: money, time, facilities, materials, travel, staff, equipment
b. Identify the resources attached to each option
c. Identify time required for each option to succeed
d. Identify key personnel which can be successful with the client
e. Describe the quality of different agencies for providing the resources

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: C. EXPLORE OPTIONS WITH CLIENT

MAIN OBJECTIVE: 6. EVALUATE EFFECTS OF EACH OPTION

ENABLING OBJECTIVES

a. Describe the strengths and weaknesses of each possible service agency
b. Determine the client's commitment to options discussed
c. Evaluate the costs and benefits of each option
d. Describe the success of various agencies with each option
e. Explain the differences between long and short term effects of each option
f. Identify possible side-effects of each option
g. Estimate the probable outcomes for each option, considering the nature of the client and the service agency
h. Describe the likely effects on the agency as a result of providing the service

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

MAIN OBJECTIVE: 1. SELECT THE MOST VIABLE OPTION

ENABLING OBJECTIVES

a. State expected outcomes of the option to be selected
b. Explain the criteria to be used in selecting an option
c. Determine in general which options are likely to be successful for specific and also ancillary needs
d. Determine which options are feasible in terms of time and resources available
e. Determine which option is preferred by the client
f. Determine which option is most suitable from agency's point of view
g. Select the most viable option in concert with client, using some systematic procedure which can be explained to the client and justified to the agency
i. Substantiate and support your decision in terms of client need and agency policy

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

MAIN OBJECTIVE: 2. ENCOURAGE THE CLIENT TO TAKE ACTION

ENABLING OBJECTIVES

a. Describe to client what is necessary to obtain services
b. Determine if client has possible objections to required action
c. Explain to client the benefits of taking the action
d. Persuade client that actions are required for need to be met
e. Determine with client if client has resources and skills needed to take action
f. Use case studies to show how others have taken the action and succeeded
g. Provide reinforcement when client takes positive action
h. Be assertive with client when necessary to force a choice of action
i. Ask client to make a commitment to take action

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

MAIN OBJECTIVE: 3. ENCOURAGE THE CLIENT TO TAKE PERSONAL RESPONSIBILITY FOR ACTION

ENABLING OBJECTIVES

a. Explain the concept of personal responsibility
b. Explain likely effects of taking action without client's commitment
c. Explain the degree of client responsibility required for action to succeed
d. Provide reinforcers for the client taking personal responsibility
e. Provide backup and support for client taking responsibility
f. Persuade client that you will help but cannot be responsible for actions of another person
g. Explain the limits of the agency in supervising the client's action
h. Formulate agreement with client for the client to accept responsibility for action

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

MAIN OBJECTIVE: 4. TEACH THE CLIENT SKILLS TO TAKE ACTION

ENABLING OBJECTIVES

a. Assess the client's existing skills which are required to take action
b. Identify the client's missing skills which are required to take action
c. Motivate the client to learn the missing skills
d. Explain the required skills to the client
e. Demonstrate the skills to the client where possible
f. Provide practice opportunities for the client where possible
g. Provide guidance for the client's practice of the skills
h. Select suitable materials for teaching the skills
i. Design suitable sequences of instruction to teach the skills
j. Assess client's ability to take action after learning the skills

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(A). INDIRECT SERVICES

MAIN OBJECTIVE: 5. ARRANGE FOR PROVISION OF SERVICES TO CLIENT BY OTHER AGENCIES

ENABLING OBJECTIVES

a. Select a suitable agency to serve client's needs
b. Explain rules and regulations used by other agencies for referral
c. Ensure that support required is available at other agency
d. Identify and contact a suitable person in the other agency
e. Confirm that client is able to contact other agency
f. Confirm client's commitment to contact other agency
g. Ensure that client knows what is needed to get to other agency
h. Arrange for appropriate transportation if necessary
i. Confirm that client has contacted other agency
j. Determine who is responsible for supervising the service
k. Determine if information exchange is to be confidential or non-confidential
l. Provide other agency with information on the appropriate level
m. Complete necessary paper work for the referral
n. Arrange for necessary follow-up with other agency if necessary

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(A). INDIRECT SERVICES

MAIN OBJECTIVE: 6. REFER CLIENT TO APPROPRIATE RESOURCES

ENABLING OBJECTIVES

a. Describe suitable resources in the community for various client needs
b. Inform client about resources which might be suitable
c. Explain to client why other resources may be helpful
d. Explain to client what will be required to use the other resources
e. Explain to client the nature of the service offered (long-term, short-term, emergency, etc.)
f. Explain to client the procedures for contacting the other agency
g. Assist the client to contact the other agency if necessary

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(A). INDIRECT SERVICES

MAIN OBJECTIVE: 7. INTERVENE ON BEHALF OF THE CLIENT

ENABLING OBJECTIVES

a. Make initial contact with other agency on behalf of client
b. Explain client problem to other agency
c. Request assistance on behalf of the client
d. Provide suitable documents for the client to contact other agency
e. Use rules and regulations to obtain needed services for client
f. Speak on behalf of client if necessary
g. Identify and contact influential people in other agency when necessary
h. Develop arguments to support client's case for service
i. Explain informal structure for decision making in other agency
j. Provide means for other agency to service client (money, cloths, medicine, housing, food, etc.) if necessary
k. Provide temporary means to facilitate other agency's involvement (transportation, food, etc.) if necessary
l. Negotiate with other agency for shared responsibility or resources if necessary
m. Explain the complexity of multi-agency involvement with a client
n. Organize support for client among multi-agency providers
o. Explain mechanics and procedures for multi-agency decision-making
p. Determine when client is being abused by other agency
q. Identify when client is abusing agency services
r. Determine when to terminate services with other agency with, or for, client
s. Take steps to curtail abuse by clients of other agency's services

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(B). DIRECT SERVICES

MAIN OBJECTIVE: 8. PLAN AND LEAD CLIENT GROUP ACTIVITIES

ENABLING OBJECTIVES

a. Develop schedules for group activities
b. Motivate clients to participate in group activities
c. Establish goals for group activities
d. Establish performance standards for client activities
e. Provide resources for group activities
f. Identify suitable activities for group participation
g. Explain activities to clients
h. Demonstrate activities for clients
i. Provide leadership for activities
j. Summarize the purposes and results of activities for the clients
k. Evaluate group activities

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(B). DIRECT SERVICES

MAIN OBJECTIVE: 9. TEACH CLIENT REQUIRED SKILLS

ENABLING OBJECTIVES

a. Set instructional goals
b. Assess client's performance levels
c. Select suitable content for instruction
d. Explain content to be taught
e. Provide effective demonstrations
f. Select suitable techniques for instruction
g. Demonstrate techniques of instruction
h. Develop lesson plans
i. Develop instructional materials
j. Use instructional aids effectively
k. Identify learning difficulties of clients
l. Keep suitable records for learners
m. Evaluate client learning progress

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(B). DIRECT SERVICES

MAIN OBJECTIVE: 10. PROVIDE IMMEDIATE MEDICAL ATTENTION AS REQUIRED

ENABLING OBJECTIVES

a. Recognize when immediate medical attention is needed by client
b. Describe the most common medical problems of clients coming to agency
c. Explain medication (prescription and non-prescription) and its effects
d. Explain who to contact for medical needs
e. Demonstrate the use of medical equipment in the agency
f. Contact emergency medical services when required
g. Demonstrate basic first aid techniques
h. Exhibit calm and confident manner in emergency medical situations
i. Arrange for transportation of client for medical help

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(B). DIRECT SERVICES

MAIN OBJECTIVE: 11. PROVIDE SPECIFIC AGENCY SERVICES FOR THE CLIENT

ENABLING OBJECTIVES

a. Identify agency service specific to client need
b. Explain agency rules and regulations for providing the service
c. Obtain consent from client to receive service
d. Provide service, following agency procedures
e. Make arrangements for service to be provided by others in the agency
f. Ensure that client will attend to receive services
g. Determine if service has been provided as per arrangements

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(B). DIRECT SERVICES

MAIN OBJECTIVE: 12. PROVIDE ONGOING SUPPORT FOR THE CLIENT

ENABLING OBJECTIVES

a. Explain agency policy for follow-up contact with client
b. Identify the length of ongoing or follow-up service required
c. Maintain contact with the client
d. Determine state of client ongoing needs
e. Inform the client how to contact agency for further service
f. Explain to the client the limitations of agency support

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(C). CRISIS MANAGEMENT

MAIN OBJECTIVE: 13. RECOGNIZE SITUATIONS THAT HAVE CRISIS POTENTIAL

ENABLING OBJECTIVES

a. List the characteristics of a crisis situation
b. Identify typical crisis situations involving issues such as domestic problems, separation, death, drugs, alcohol, arrest, suicide, starvation, accident, rape, fire, or others
c. Distinguish between violent and non-violent situations
d. Identify situations which are life-threatening
e. Identify situations which have potential for personal injury
e. Identify situations which have potential for destruction of property
f. Identify situations which will leave a person unable to provide for immediate needs
g. Distinguish between situations which require immediate action and those which do not

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(C). CRISIS MANAGEMENT

MAIN OBJECTIVE: 14. ANALYZE CRISIS SITUATIONS ACCURATELY

ENABLING OBJECTIVES

a. Identify important components for various types of crisis situations
b. Identify the people involved in a crisis situation
c. Assess the current state of all persons involved
d. Determine how long the situation has existed
e. Estimate the likely effects of the situation if not corrected
f. Determine the priority for action in the situation
g. Distinguish between problems which can be handled alone and those which require additional help
h. Distinguish between problems which are within personal competence to deal with and those which are beyond current abilities
i. Determine how much help is needed to deal with the situation
j. Identify appropriate resources for possible help in dealing with a situation

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(C). CRISIS MANACEMENT

MAIN OBJECTIVE: 15. DEVELOP A STRATEGY FOR RESPONDING TO THE CRISIS

ENABLING OBJECTIVES

a. Explain at least three different intervention models
b. Describe systems used in social service practice for crisis intervention
c. Predict probabilities of success for using different models of intervention in a crisis situation
d. Identify the main and side effects for different strategies
e. Identify limitations of strategies which might be used
f. Identify personal abilities to implement alternate strategies
g. Select a viable strategy from among the alternatives and justify its choice
h. Explain theories which support alternative intervention models

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(C). CRISIS MANAGEMENT

MAIN OBJECTIVE: 16. TAKE ACTION WITH THE PLANNED STRATEGY

ENABLING OBJECTIVES

a. Secure pertinent information needed to take action
b. Encourage the client to cooperate
c. Immediately get rid of non-essential components of the situation
d. Confront, defuse, de-escalate the crisis as required
e. Secure dangerous elements - guns, drugs, knives
f. Use interpersonal communications skills effectively
g. Explain the reasons for action taken in a crisis situation

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(C). CRISIS MANAGEMENT

MAIN OBJECTIVE: 17. MOBILIZE RESOURCES

ENABLING OBJECTIVES

a. Identify the resources needed
b. Decide on the combinations of resources to be called
c. Describe the services provided by each possible resource
d. Identify who to call for each type of situation
e. Contact required resource immediately
f. Explain the problem and the priority level quickly and concisely
g. Determine a likely schedule for resources to provide help
h. Coordinate resources when they arrive
i. Provide resource with pertinent information for action on their part
j. Provide transportation for client if necessary
k. Provide client with temporary assistance if necessary - medical, clothes, shelter, safety

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: D. PROVIDE SERVICE FOR THE CLIENT

(C). CRISIS MANAGEMENT

MAIN OBJECTIVE: 18. EFFECT CLOSURE FOR THE CRISIS

ENABLING OBJECTIVES

6. EFFECT CLOSURE FOR THE CRISIS

a. Identify when the emergency has passed
b. Determine state of client after immediate care is provided
c. Assess needs for longer term assistance
d. Ensure that client is safe
e. Contact people with information that crisis is over
f. Assess results of services provided by each resource
g. Prepare necessary documents
h. Inform client about alternate services available
i. Inform client about future availability of agency services

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: E. ASSESS OUTCOMES WITH THE CLIENT

MAIN OBJECTIVE: 1. DETERMINE WITH THE CLIENT IF GOALS HAVE BEEN REACHED

ENABLING OBJECTIVES

a. Describe objectives of service for a client
b. Identify when an objective has been met
c. Determine if the client feels the service has been successful
d. Assess other's opinions concerning the client's need for further services

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: E. ASSESS OUTCOMES WITH THE CLIENT

MAIN OBJECTIVE: 2. ASSIST CLIENT IN DETERMINING FUTURE GOALS

ENABLING OBJECTIVES

E2: ASSIST CLIENT IN DETERMINING FUTURE GOALS

a. Identify service goals which were not attained
b. Determine reasons for non-attainment of goals
c. Determine the level of a client's effort
d. Develop plans for achievement of unreached goals
e. Reassess a client's situation and identify new needs if necessary
f. Establish new goals with a client
g. Help a client assess the feasibility of new goals
h. Help a client set priorities for new goals
i. Estimate the duration of new services required

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: E. ASSESS OUTCOMES WITH THE CLIENT

MAIN OBJECTIVE: 3. PREPARE CLIENT FOR TERMINATION OF SERVICES

ENABLING OBJECTIVES

a. Decide when a client is stabilized enough for termination
b. Decide if a client should be terminated from agency contact
c. Select a suitable time to discuss termination of services with client
d. Inform a client that contact is to be terminated
e. Explain the reasons for termination to a client
f. Systematically phase out service for a client
g. Explain what other resources are available to the client
h. Make arrangements for client to contact other resources if necessary
i. Summarize the skills learned by the client
j. Help the client make new plans when service is terminated

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: E. ASSESS OUTCOMES WITH THE CLIENT

MAIN OBJECTIVE: 4. TERMINATE CONTACT WITH CLIENT

ENABLING OBJECTIVES

a. complete all necessary documentation for termination of services
b. close client file and submit to agency for record keeping
c. Inform client about policy terms of termination
d. Inform client about requirements for future services
e. Elicit from client agreement for termination
f. Provide reinforcers for termination
g. Use negative responses for clients who refuse to terminate contact
h. Be assertive with clients who refuse to accept termination
i. Assist client in dealing with both positive and negative feelings about terminating the relationship
j. Share your feelings about the relationship having to end
k. Eliminate possible means for continuity of the service
l. Inform other agency workers that services are over
m. Inform other cooperating agencies that your agency services are ended

JOB COMPONENT: I. RELATIONS WITH CLIENTS

AREA OF COMPETENCE: E. ASSESS OUTCOMES WITH THE CLIENT

MAIN OBJECTIVE: 5. FOLLOW UP AND MONITOR THE LONG-TERM RESULTS OF SERVICES TO CLIENT

ENABLING OBJECTIVES

a. Determine if agency has policy for follow-up services or assessment
b. Explain the value of long-term follow-up and monitoring
c. Identify the resources required for follow-up and monitoring
d. Determine if long-term follow-up and monitoring is necessary
e. Determine if long-term monitoring and follow-up is effective
f. Collect necessary information about client through documents and interviews
g. Identify the effects of agency services to clients over time
g. Prepare statistical summaries of results over time
h. Prepare reports on the effects of agency services to clients

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: F. FOLLOW AGENCY RULES AND NORMS

MAIN OBJECTIVE: 1. CLARIFY OWN MANDATE AND OPERATING NORMS

ENABLING OBJECTIVES

a. Explain purposes of the agency
b. Distinguish services and procedures which are acceptable within agency from those which are not
c. Use the agency operating manual effectively
d. Describe where to locate information about agency policy or guidelines
e. Explain general agency policies
f. Describe general office procedures within the agency

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: F. FOLLOW AGENCY RULES AND NORMS

MAIN OBJECTIVE: 2. FUNCTION IN ACCORD WITH AGENCY'S ETHICAL STANDARDS

ENABLING OBJECTIVES

a. Determine agency's ethical standards according to agency policy, government policy, and professional standards
b. Identify situations which relate to ethical standards
c. Explain the consequences of ethical behaviour within the agency
d. Explain the consequences of unethical behaviour within the agency
e. Make decisions concerning ethical issues

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: F. FOLLOW AGENCY RULES AND NORMS

MAIN OBJECTIVE: 3. CONTROL INFORMATION IN ACCORD WITH PROFESSIONAL STANDARDS OF CONFIDENTIALITY

ENABLING OBJECTIVES

a. Explain the laws concerning confidentiality and disclosure
b. Explain the professional standards for human services work concerning confidentiality and disclosure
c. Explain agency policy concerning confidentiality and disclosure
d. Identify appropriate people to discuss issues with
e. Identify suitable levels of information to give in each situation
f. Recognize when it is appropriate to limit and to give information
g. Maintain secure office systems for files

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: F. FOLLOW AGENCY RULES AND NORMS

MAIN OBJECTIVE: 4. DETERMINE JOB EXPECTATIONS UNDER SUPERVISOR'S GUIDANCE

ENABLING OBJECTIVES

a. Explain the job description
b. Recognize when agency operating procedures do not match job description
c. Be prepared to move away from job description on supervisor's authority
d. Be prepared to change job descriptions when necessary
e. Ask supervisor to explain job details
f. Check areas of job uncertainty with supervisor
g. Confirm procedures with supervisor when necessary
h. Be willing to take guidance from supervisor
i. Learn work tasks by observing other workers
j. Ask other workers for guidance when necessary and appropriate

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: F. FOLLOW AGENCY RULES AND NORMS

MAIN OBJECTIVE: 5. COMPLETE ASSIGNED ADMINISTRATIVE TASKS

ENABLING OBJECTIVES

a. Complete all agency forms and documents properly
b. Complete all administrative tasks on schedule
c. Follow directions of supervisors for tasks undertaken
d. Maintain proper records and documents
e. Maintain a proper log book
f. Maintain proper statistics for agency purposes
g. Maintain appropriate correspondence
h. Attend meetings as required
i. Return phone calls without undue delay
j. Use agency operations manual effectively
i. Show initiative in doing job well and improving agency procedures and services

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: F. FOLLOW AGENCY RULES AND NORMS

MAIN OBJECTIVE: 6. IDENTIFY OWN AGENCY'S STRUCTURE AND FUNCTIONS

ENABLING OBJECTIVES

a. Explain the agency's administrative structure
b. Identify key people in the organization
c. Describe the functions and roles of key people
d. Explain the relations of power and command among key people
e. Explain what each department does
f. Explain the hierarchy of power among departments
g. Describe the number of staff and the job of each person
h. Describe own place and function within the agency
i. Explain the agency's place in the community
j. Describe relations of the agency with other agencies
k. List other organizations associated with the agency
l. List organizations which are connected with agency directors
m. Explain procedures for referrals and assistance within the agency
n. Identify sources of help within the agency when required
o. Describe informal and formal communication channels within the agency

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: G. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY

MAIN OBJECTIVE: 1. DISCUSS WORK-RELATED PROBLEMS WITH CO-WORKERS

ENABLING OBJECTIVES

a. Seek co-workers' advice for solutions of client problems
b. Identify appropriate co-workers to ask for help
c. Identify suitable levels of disclosure for discussions among staff
d. Participate in informal agency meetings to solve problems

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: G. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY

MAIN OBJECTIVE: 2. GIVE AND RECEIVE CONSTRUCTIVE CRITICISM

ENABLING OBJECTIVES

a. Distinguish between criticism that is constructive or destructive
b. Demonstrate ability to accept constructive criticism
c. Demonstrate ability to give constructive criticism
d. Demonstrate ability to work in an environment which operates on a model of giving and receiving constructive criticism
e. Describe problems within organization that need criticism
f. Offer solutions to problems within your organization
g. Follow through on suggestions from co-workers

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: G. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY

MAIN OBJECTIVE: 3. DEAL WITH AND RESOLVE INTER-PERSONAL ISSUES WITH CO-WORKERS

ENABLING OBJECTIVES

a. Discuss quality of working relationships with co-workers
b. Identify when an inter-personal situation needs to be resolved
c. Assist in resolving inter-personal issues you have with co-workers
d. Be willing to work cooperatively with others
e. Demonstrate positive reactions to solving interpersonal issues
f. Respond empathetically to co-worker problems
g. Provide emotional support to co-workers
h. Recognize and accept one's own values and limitations in dealing with inter-personal issues
i. Demonstrate tact, judgement, and diplomacy in dealing with co-workers
j. Identify when to be assertive and when to be passive with co-workers

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: G. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY

MAIN OBJECTIVE: 4. SHARE INFORMATION WITH OTHERS

ENABLING OBJECTIVES

a. Identify appropriate information to be shared within the agency
b. Maintain professional standards in dealing with information sharing
c. Identify suitable degrees of information exchange for different situations
d. Demonstrate ability to maintain working relationships at all levels even when information cannot be shared

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: C. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY

MAIN OBJECTIVE: 5. PLAN AND CONDUCT MEETINGS

ENABLING OBJECTIVES

a. Recognize when a meeting is necessary
b. Prepare a meeting agenda
c. Arrange for suitable times, locations, and facilities for meetings
d. Identify required participants at meetings
e. Distribute notification about the meeting to participants
f. Prepare necessary materials for meetings
g. Describe leadership functions and roles within meetings
h. Act as chairperson for a meeting
i. Use appropriate rules of order if necessary to lead meetings

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: G. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY

MAIN OBJECTIVE: 6. PARTICIPATE EFFECTIVELY IN MEETINGS

ENABLING OBJECTIVES

a. Describe group member functions and roles within meetings
b. Distinguish between helpful and disruptive behaviour in meetings
c. Provide constructive information during meetings
e. Accept responsibility for group tasks as required

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: G. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY

MAIN OBJECTIVE: 7. EFFECTIVELY USE AGENCY'S INTERNAL RESOURCES

ENABLING OBJECTIVES

a. Describe the capabilities of agency's internal resources
b. Describe the limitations of agency resources
c. Assess the strengths and weaknesses of agency resources
d. Recognize when agency resources are applicable to a situation
e. Explain how to get access to specific agency resources
f. Be flexible in adapting resources for various purposes

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: G. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY

MAIN OBJECTIVE: 8. PARTICIPATE IN PLANNING OF FUNDING PROPOSALS

ENABLING OBJECTIVES

a. Describe the agency funding sources
b. Explain regulations of funding agencies
c. Determine how the agency can be eligible for funding
d. Write funding proposals
e. Develop innovative means of obtaining funds
f. Work on funding proposal teams
g. Organize joint efforts for funding proposals
h. Help organization to become eligible for cost-sharing funding groups
i. Collect appropriate statistics for funding proposals
j. Plan public relations activities for agency

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: H. WORK WITH VOLUNTEERS

MAIN OBJECTIVE: 1. RECRUIT VOLUNTEERS

ENABLING OBJECTIVES

a. Explain the basic principles of recruiting volunteers
b. Explain agency policy and procedures for recruiting
c. Describe the limitations and expectations of volunteers
d. Identify potential sources of volunteers
e. Identify skills required of volunteers
f. Demonstrate to others the need for recruitment of volunteers
g. Develop strategies for recruiting volunteers
h. Contact potential volunteers
i. Make arrangements for volunteers to attend recruitment meetings
j. Discuss with volunteer and others, the suitability of the person for agency work
k. Make decisions about whether a person should be asked to volunteer
l. Persuade potential volunteers
m. Obtain a commitment from volunteer

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: H. WORK WITH VOLUNTEERS

MAIN OBJECTIVE: 2. ASSESS VOLUNTEERS' SKILLS

ENABLING OBJECTIVES

a. Describe suitable procedures for assessing skills and personal qualities
b. Identify potential and current range of skills exhibited by volunteers
c. Identify skills levels of volunteers
d. Assess strengths and weaknesses of volunteers
e. Assess abilities of volunteers to learn new skills
f. Assess psychological, emotional and physical attributes if important

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: H. WORK WITH VOLUNTEERS

MAIN OBJECTIVE: 3. TRAIN VOLUNTEERS FOR SPECIFIC TASKS

ENABLING OBJECTIVES

a. Provide volunteers with orientation to the agency
b. Demonstrate the tasks to be performed by volunteers
c. Explain details of tasks to be performed
d. Provide volunteers with opportunity for guided practice
e. Inform volunteers about errors and suggest ways to improve performance

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: H. WORK WITH VOLUNTEERS

MAIN OBJECTIVE: 4. COORDINATE VOLUNTEER ACTIVITIES

ENABLING OBJECTIVES

a. Explain agency policy about what volunteers can and cannot do
b. Determine specific tasks for volunteers to be involved in
c. Determine levels of volunteer work required in agency
d. Establish schedules and timetables
e. Assign volunteers to tasks
f. Obtain commitment for participation in activities as scheduled
g. Select suitable groups of people to work together
h. Develop alternative plans for action when volunteers fail to attend
i. Supervise volunteers on the job
j. Provide assistance for volunteers on the job

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: H. WORK WITH VOLUNTEERS

MAIN OBJECTIVE: 5. EVALUATE PERFORMANCE OF VOLUNTEERS

ENABLING OBJECTIVES

a. Determine required level of performance for volunteers
b. Describe suitable means of collecting information about volunteer performances
c. Observe or collect information about volunteer performances
d. Discuss performances with volunteers
e. Assess ethical standards of volunteer performance
f. Identify critical incidents for reporting of performance
g. Assess the interactions between volunteer and agency or clients
h. Collect statistics about volunteer performance
i. Determine potential of volunteer for more complex work
j. Determine levels of need for ongoing training by volunteers
k. Determine how volunteers's performances could be improved
l. Explain the importance of terminating volunteer workers of low performance
m. Determine if volunteer should be terminated from agency tasks
n. Use agency forms and documents for evaluation
o. Follow agency policy for evaluation procedures
p. Write reports about volunteer performance

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES

MAIN OBJECTIVE: 1. PRIORIZE PERSONAL WORK ACTIVITIES

ENABLING OBJECTIVES

a. Establish personal and agency priorities
b. Establish work objectives for time periods
c. Establish timetables and deadlines
d. Distinguish important from less important tasks
e. Distinguish important from urgent activities
f. Be able to ignore unimportant tasks
g. Explain the criteria for success on the job
h. Develop flexibility in plans to cope with emergency situations

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES

MAIN OBJECTIVE: 2. ORGANIZE WORK STATION AND MATERIALS

ENABLING OBJECTIVES

a. Describe personal work space allotment
b. Keep work station orderly for efficient use
c. Identify materials for daily use
d. Establish efficient system for storing materials in daily use
e. Establish efficient filing system for personal files
f. Describe where materials are kept for occasional use
g. If sharing work space with others, demonstrate consideration for their use of the space

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES

MAIN OBJECTIVE: 3. PLAN DAILY WORK ACTIVITIES

ENABLING OBJECTIVES

a. Maintain current information about duties to be completed
b. Estimate reasonable time periods required for completing tasks
c. Identify tasks which can be delegated
d. Distinguish activities which require blocks of time from those which can be completed over different time periods
e. Distinguish tasks which are sequentially dependent from those which can be performed independently
f. Describe distribution of load for agency work month-by-month
g. Use effective time management techniques
h. Maintain a daily log and diary
i. Set daily priorities and objectives for work to be completed

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES

MAIN OBJECTIVE: 4. FOLLOW TIMETABLES

ENABLING OBJECTIVES

a. Explain agency schedules on a daily, weekly, and monthly basis
b. Identify deadlines far enough in advance
c. Document periodic achievements and steps toward larger tasks
d. Work for the required hours each day
e. Follow agency policy for lunch and coffee breaks
f. Document time with clients

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES

MAIN OBJECTIVE: 5. EVALUATE OWN WORK PERFORMANCE

ENABLING OBJECTIVES

a. Explain agency criteria for job success
b. Establish personal work standards and goals
c. Collect suitable documents about own performance
d. Ask supervisor for assessment of job performance
e. Ask co-workers for feedback about performance
f. Distinguish effective work from ineffective work
g. Correct ineffective work
h. Recognize when supervision or consultation is required to improve work
i. Demonstrate ability to change work performance when required

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES

MAIN OBJECTIVE: 6. ENGAGE IN PROFESSIONAL DEVELOPMENT ACTIVITIES

ENABLING OBJECTIVES

a. Explain the value of professional development
b. Explain the current training needs of the agency
c. Assist in planning training sessions for agency
d. Demonstrate willingness to take ongoing training
e. Set personal priorities for required training
e. Participate in internal and external workshops for development
f. Describe current resources where training is available
g. Identify suitable programs for professional development for agency

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES

MAIN OBJECTIVE: 7. RECOGNIZE SYMPTOMS OF OWN REACTIONS TO STRESS

ENABLING OBJECTIVES

a. Explain list of general stress reactions
b. Identify situations which cause personal stress
c. Identify personal limitations in ability to function under stress
d. Identify normal from non-normal personal states
e. Describe personal reactions to generalized stress
f. Identify personal reactions to specific types of stress
g. Recognize changes in personal states as they occur
h. Recognize when working conditions are causing stressful reactions
i. Explain the symptoms of burnout
j. Recognize when a state of personal burnout is approaching

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES

MAIN OBJECTIVE: 8. COPE EFFECTIVELY WITH STRESS

ENABLING OBJECTIVES

a. Explain techniques for dealing with stress
b. Describe limits of useful vs. non-useful stress levels
c. Determine if stress is job related or not
d. Identify if the job can be continued
e. Determine if agency has employee assistance programs for stress
f. Determine if the stress can be dealt with personally
g. Seek help to eliminate stress if necessary
h. Withdraw from the stressful situation if necessary
i. Take suitable action to change stress-causing situation
j. Demonstrate techniques for dealing with stress

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: J. REPORT RESULTS

MAIN OBJECTIVE: 1. WRITE CLIENT FILE NOTES

ENABLING OBJECTIVES

a. Explain the purposes of client file notes
b. Describe suitable format for writing client file notes
c. Describe how to open file on a client
d. Describe what to note about work with a client
e. Identify key items to include in client notes
f. Update client file notes immediately after each contact

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: J. REPORT RESULTS

MAIN OBJECTIVE: 2. WRITE CLIENT CASE REPORTS

ENABLING OBJECTIVES

a. Explain the purpose and value of client case reports
b. Describe agency format for writing case reports
c. Explain agency policy and procedures concerning case reports
d. Identify appropriate information to include in case reports
e. Explain how to use and file case reports
f. Collect documents and materials for reports
g. Record information accurately within case reports
h. Be able to justify, document, or substantiate items recorded
i. Use effective techniques of written communication for notes
j. Explain the agency system for handling case reports
k. Explain agency policy concerning distribution of client reports

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: J. REPORT RESULTS

MAIN OBJECTIVE: 3. COMPILE STATISTICS FOR AGENCY PURPOSES

ENABLING OBJECTIVES

a. Explain the importance of statistics to the agency
b. Explain how statistics may be used by the agency
c. Maintain suitable personal records for agency statistics
d. Identify activities for which statistics should be kept
e. Establish forms and procedures to compile required statistics
f. Gather appropriate data from various sources for statistical analysis
g. Compile statistics in useful formats
h. Describe common methods for gathering statistical information
i. Explain the possible limitations and misuses of statistical data
j. Write statistical summaries for agency use

JOB COMPONENT: II. RELATIONS WITH OWN AGENCY

AREA OF COMPETENCE: J. REPORT RESULTS

MAIN OBJECTIVE: 4. PREPARE AND GIVE EFFECTIVE VERBAL REPORTS

ENABLING OBJECTIVES

a. Explain the importance of presenting effective verbal reports
b. Identify typical situations where internal and external verbal reports are required
c. Plan verbal reports for effective results, considering specific situation and audience
c. Demonstrate effective techniques of public speaking
d. Select appropriate levels of language for the audience
e. Use audio-visual aids effectively
d. Demonstrate an effective personal image when reporting verbally
e. Be able to clarify, substantiate, or justify information presented
f. Answer questions clearly and concisely when necessary

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: K. MAINTAIN A CURRENT INFORMATION BASE

MAIN OBJECTIVE: 1. MAINTAIN A CURRENT KNOWLEDGE OF RELEVANT LEGISLATION AND POLICIES

ENABLING OBJECTIVES

a. Maintain a resource manual for current legislation and policy for agency
b. Explain general government policies concerning human services
c. Explain specific government policies concerning specific agency
d. Read and be able to explain the meaning of information cirulars
e. Read and be able to explain the meaning of memos as they pertain to legislation
f. Describe where to obtain information for current legislation and policy
g. Describe the judicial process
g. Explain the system of courts which affect clients of the agency
h. Describe differences among the local courts
i. Describe court processes which affect clients of the agency
j. Explain basic legal terms
l. Identify legal issues which affect own job
m. Explain basic provisions of criminal code and civil remedies which commonly affect agency clients
n. Explain general provisions of provincial and federal legislation relating to any of the following areas which are relevant for the agency and its clients:

- evidence in criminal or civil matters
- family relations
- young offenders
- human rights codes
- welfare
- privacy
- constitutional issues
- community bylaws concerning human service activities
- health
- child care
- employment

t. Use legal forms and documents for own agency and government
t. Interpret legal documents and policies for clients
u. Explain services provided by legal aid
u. Direct clients to relevant agencies for legal services required

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: K. MAINTAIN A CURRENT INFORMATION BASE

MAIN OBJECTIVE: 2. IDENTIFY APPROPRIATE COMMUNITY RESOURCES

ENABLING OBJECTIVES

a. Describe the social profile of local community
b. Identify the types of resources needed for own agency
c. Identify potential community resources to be used for client needs
d. Maintain file of useful resources and agencies in the community
e. Establish contacts with suitable resources in community
f. Use Red Book or other directories of resources effectively
g. Use information services in community
h. Participate in network of information exchange

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: K. MAINTAIN A CURRENT INFORMATION BASE

MAIN OBJECTIVE: 3. MONITOR RELEVANT COMMUNITY ISSUES

ENABLING OBJECTIVES

a. Explain the importance of keeping current in community issues
b. Identify relevant issues which affect own job and agency
c. Maintain contacts with local government and individual departments
d. Identify who to contact for accurate information on relevant issues
e. Maintain contacts with key people involved in issues
f. Read local government reports and news releases
g. Read newspaper systematically
h. Maintain files on relevant issues
i. Attend relevant meetings
j. Invite key people speak to agency
k. Act as agent for change in community issues

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: K. MAINTAIN A CURRENT INFORMATION BASE

MAIN OBJECTIVE: 4. IDENTIFY RESOURCE CONTACTS IN THE COMMUNITY

ENABLING OBJECTIVES

a. Identify key agencies for agency to contact
b. Identify key personnel in target agencies
c. Identify relevant resource personnel in community
d. Explain effective procedures for contacting resource people
e. Identify the willingness of resource people to cooperate
f. Describe the limitations of people to cooperate
g. Describe the accessibility of resource people
h. Identify networks of people who can contact inaccessible resource people
i. Maintain information files on key resource people

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: L. MAINTAIN CONTACTS WITHIN THE COMMUNITY

MAIN OBJECTIVE: 1. OBTAIN AND/OR IMPROVISE NEEDED RESOURCES

ENABLING OBJECTIVES

a. Identify resources that are needed
b. Explain how to obtain needed resources and materials in the community
c. Identify where to obtain resources in community
d. Describe the values or costs of resources
e. Determine if resources can be obtained free or low-cost
f. Persuade people to donate resources
g. Write proposals for resources
h. Negotiate for use of resources
i. Work cooperatively with other agencies to share resources
j. Describe the terms for resources borrowed from other agencies
k. Improvise resources by using available materials
l. Be creative in making suggestions obtaining required resources

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: L. MAINTAIN CONTACTS WITHIN THE COMMUNITY

MAIN OBJECTIVE: 2. REPRESENT AGENCY TO THE PUBLIC

ENABLING OBJECTIVES

a. Prepare and distribute brochures and information
b. Write press releases
c. Speak to public meetings
d. Participate in information open houses
e. Attend public meetings and conferences
f. Meet with community committees
g. Give community workshops
h. Join suitable community groups
i. Act as a resource for community agencies
j. Use public media effectively to communicate with the public
k. Be interviewed on radio or television
l. Maintain contacts with media personnel

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: L. MAINTAIN CONTACTS WITHIN THE COMMUNITY

MAIN OBJECTIVE: 3. PARTICIPATE IN AGENCY'S FUND-RAISING ACTIVITIES

ENABLING OBJECTIVES

a. Explian basic principles and practices of fund raising activities
b. Describe how to run a funding campaing
c. Identify important targets for funds: individuals, groups, associations, government, charities, and funding agencies
d. Explain basic principles of fiscal management
e. Keep accurate financial records
f. Read financial statements
g. Balance a chequebook
h. Prepare bank deposits
i. Maintain security for agency money
j. Develop a budget
k. Motivate volunteers to work on funding activities
l. Present funding proposals to funding agencies
m. Do phone soliciations
n. Work on committees to stuff envelopes
o. Call on community homes to solicit funds
p. Meet with funding agencies
q. Sell memberships
r. Write persuasive letters and reports

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: L. MAINTAIN CONTACTS WITHIN THE COMMUNITY

MAIN OBJECTIVE: 4. DEVELOP CONTACTS WITH BUSINESS ORGANIZATIONS IN THE COMMUNITY

ENABLING OBJECTIVES

a. Identify charitable interests of businesses
b. Identify the community interests of target businessmen and organizations
c. Make contact with public relations officers in large companies
d. Make contacts with likely businesses who are sympathetic
e. Make contacts with key persons in business
f. Keep businesses informed of agency work
g. Join business groups
h. Address business organizations
i. Ask businessmen to speak to agency group
j. Ask businessmen to join committees for agency
k. Ask businessmen to sit on agency board
l. Arrange meetings with businesses concerning mutual interest topics

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: M. MAINTAIN CONTACTS WITH WORKERS IN OTHER AGENCIES

MAIN OBJECTIVE: 1. BUILD WORKING RELATIONSHIPS WITH PERSONNEL OF OTHER AGENCIES

ENABLING OBJECTIVES

a. Explain the value of working relationships with other agencies
b. Identify where you can be helpful to other agencies
c. Identify where other agencies can be helpful to own agency
d. Explain procedures to approach and cooperate with other agencies
e. Work on cooperative projects with other agencies
f. Share information with other agencies
g. Attend meetings with other agencies
h. Attend open houses at other agencies
i. Sit on committees with members of other agencies
j. Share resources with other agencies
k. Attend professional development with personnel of other agencies
l. Meet informally with members of other agencies
m. Join a suitable network for sharing mutual interests among agencies

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: M. MAINTAIN CONTACTS WITH WORKERS IN OTHER AGENCIES

MAIN OBJECTIVE: 2. GATHER INFORMATION FROM COMMUNITY AGENCIES

ENABLING OBJECTIVES

a. Describe system of information exchange with other agencies
b. Explain how to approach other agencies for information
c. Identify information available from other agencies
d. Explain legal methods and requirements for obtaining information
f. Describe agency policies for exchanging information
g. Provide documents supporting need for information

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: M. MAINTAIN CONTACTS WITH WORKERS IN OTHER AGENCIES

MAIN OBJECTIVE: 3. INFORM OTHER AGENCIES ABOUT INVOLVEMENT WITH MULTI-AGENCY CLIENTS

ENABLING OBJECTIVES

a. Make list of all agencies concerned with client
b. Identify appropriate level of information to share with other agencies
c. Identify specific information to share
d. Use checklist to ensure that agencies are notifed
e. Notify other agencies by phone, reports, letters, documents

JOB COMPONENT: III. RELATIONS WITH THE COMMUNITY

AREA OF COMPETENCE: M. MAINTAIN CONTACTS WITH WORKERS IN OTHER AGENCIES

MAIN OBJECTIVE: 4. PARTICIPATE IN COORDINATION OF SERVICES FOR MULTI-SERVICES CLIENTS

ENABLING OBJECTIVES

a. Identify multi-service clients
b. Explain the importance of servicing multi-service clients
c. Assist in planning services for client through other agencies
d. Negotiate services required from various agencies
e. Attend case conferences
f. Consult with community resources
g. Work as member of a case team
h. Identify limits of coordination and cooperation
i. Exchange information about clients informally and formally
j. Describe the possible abuse of services by multi-service clients

APPENDIX A

DACUM CHART #1

SKILL PROFILE CHART

HUMAN SERVICES WORKER

AN EMPLOYEE OF A NON-GOVERNMENT HUMAN SERVICES AGENCY WORKING DIRECTLY WITH CLIENTS TO PROVIDE SERVICES NOT REQUIRING FORMAL PROFESSIONAL CREDENTIALS

I. RELATIONS WITH CLIENTS

A ESTABLISHES RAPPORT WITH CLIENT	Creates Comfortable Environment for Client 1	Makes Non-threatening Initial Contact with Client 2	Determines with Client Expectations of Relationship 3	Explains Agency's Services 4	Engages in Appropriate Non-Verbal Behaviour 5	Engages in Appropriate Verbal Behaviour 6
	Facilitates Client's Self-Disclosure 7	Engages in Appropriate Self-Disclosure 8	Describes Own Understanding of Client's Condition/Situation 9			
B ASSESSES THE NEEDS OF THE CLIENT	Gathers Information from Client 1	Gathers Information from/about Social Support Group 2	Gathers Information from Community Agencies 3	Evaluates Client's Physical Appearance 4	Evaluates Client's Physical Capabilities 5	Evaluates Client's Mental/Intellectual State 6
	Evaluates Client's Emotional Capabilities 7	Evaluates Client's Social Capabilities 8	Evaluates Client's Financial Resources 9	Defines Client's Needs in Concert with Client 10	Plans Strategy for Working with Client 11	
C EXPLORES OPTIONS WITH CLIENT	Reviews with Client Previous Attempts to Deal with Need 1	Determines with Client the Causes of Client's Need 2	Establishes Goals with Client 3	Identifies Options 4	Identifies Resources Required for Each Option 5	Evaluates Effects of Each Option 6
D PROVIDES FOR SERVICE TO THE CLIENT	Selects Most Viable Option 1	Motivates Client to Take Action 2	Encourages Client to take Personal Responsibility for Action 3	Trains Client to take Action 4	Arranges for Provision of Services to Client 5	Refers Client to Appropriate Resources 6
	Provides Ongoing Support 7					
E ASSESSES OUTCOMES WITH CLIENTS	Determines with Client if Goals Have Been Reached 1	Assists Client in Determining Future Goals 2	Prepares Client for Termination of Services 3	Terminates Contact with Client 4	Evaluates Own Performance in Delivery of Services to Client 5	

II. RELATIONS WITH OWN AGENCY

A	FOLLOWS AGENCY RULES AND NORMS	Clarifies Own Mandate and Operating Norms	1	Functions In Accord with Agency's Ethical Standards	2	Determines Job Expectations under Supervisor's Guidance	3	Completes Assigned Tasks	4	Identifies Own Agency's Administrative Structure and Functions	5
B	PARTICIPATES AS A GROUP MEMBER IN THE AGENCY	Discusses Caseload Problems with Co-Workers	1	Gives and Receives Constructive Criticism	2	Shares Information with Others	3	Plans and Conducts Meetings	4	Participates Effectively in Meetings	5	Effectively Uses Agency's Internal Resources	6
		Scrounges and Improvises Needed Resources	7										
C	PLANS AND ORGANIZES OWN WORK ACTIVITIES	Prioritizes Activities	1	Organizes Own Work Station and Materials	2	Plans Daily Work Activities	3	Follows Timetables	4	Evaluates Own Activities	5		
D	REPORTS RESULTS	Writes Case Notes	1	Writes Internal Agency Reports	2	Writes Reports for External Agencies	3	Prepares and Gives Effective Verbal Reports	4	Limits Information Reported, Considering Ethics	5		

III. RELATIONS WITH COMMUNITY

A	MAINTAINS CURRENT INFORMATION BASE	Identifies Relevant Legislation	1	Identifies Appropriate Community Resources	2	Monitors Relevant Community Issues	3	Identifies Contact People in the Community	4				
B	MAINTAINS CONTACTS WITHIN THE COMMUNITY	Builds Relationships with Personnel of other Agencies	1	Informs Agencies about Involvement with Multi-Agency Clients	2								

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APPENDIX B

QUESTIONNAIRE RESULTS

FIGURE 2

FINAL RESULTS FOR 121 WORKERS

VANCOUVER COMMUNITY COLLEGE

SURVEY FOR DEVELOPMENT OF HUMAN SERVICES WORKER CURRICULUM

QUESTIONNAIRE FOR HUMAN SERVICES WORKER

Vancouver Community College, in cooperation with the Ministry of Education, is developing a curriculum for first-line human services workers in non-government agencies. The results may be used by colleges throughout B.C. as a basis for training programs in that field of employment. To ensure that the curriculum focuses on the important skills to be learned, we are asking agencies throughout the community to provide information about the competencies required by their human services workers.

Several weeks ago, representatives from various agencies met for two days to identify a list of competencies required as a general foundation for employment as a human services worker. Our current task is to check the validity of the list which was generated. We have asked your agency to assist us in our project by having several line workers complete this questionnaire. We are hoping that anyone who completes this questionnaire will meet the following criteria:

1. an employee who receives a salary for services provided (not a volunteer)
2. a person who works directly with clients to provide services (not a supervisor)
3. a person whose services to clients do not require formal professional credentials (not a R.S.W., R.N., etc.)

If you meet those three criteria we would be pleased to have you assist us in this project. The purpose of the questionnaire is to identify tasks you perform as part of your job. You should be able to complete the questionnaire in less than 15 minutes.

For each task listed please check the appropriate space to indicate how FREQUENTLY you perform that activity. Your responses will be treated in confidence.

Agency Number ____ Respondent Number ____

I. CONCERNING YOUR RELATIONS WITH CLIENTS	This is a task I do at least ONCE PER: DAY	WEEK	MONTH	YEAR	NEVER DO IT	BLANK
TO ESTABLISH RAPPORT WITH CLIENTS						
1. create a comfortable environment for meetings with the client	87	18	6	1	5	4
2. make non-threatening initial contact with client	75	29	7	4	2	4
3. determine with client the expectations of the relationship	47	35	23	4	6	6
4. explain your agency's services	53	28	29	2	3	6
5. engage in appropriate non-verbal behaviour	18	13	2	1	7	9
6. engage in appropriate verbal behaviour	104	12	1	0	0	4
7. facilitate the client's self-disclosure	71	27	8	0	5	10
8. engage in appropriate self-disclosure	67	28	10	0	6	10
9. describe your own understanding of the client's condition or situation	64	37	9	2	2	7
TO ASSESS THE NEEDS OF THE CLIENT						
10. gather information from the client	76	30	8	2	2	3
11. gather information from or about the client's social support group	46	39	18	4	9	5
12. gather information from community agencies	35	31	32	6	10	7
13. evaluate client's physical appearance	68	22	15	2	9	5
14. evaluate client's physical capabilities	62	25	14	3	12	5
15. evaluate client's mental or intellectual state	69	26	9	4	10	3

	DAY	WEEK	MONTH	YEAR	NEVER	DO IT
16. evaluate client's emotional capabilities	66	29	12	1	9	4
17. evaluate client's social capabilities	52	31	20	2	10	6
18. evaluate client's financial resources	27	24	35	9	21	5
19. define client's needs in concert with client	44	43	15	2	9	8
20. plan strategy for working with client	46	39	22	3	7	4
TO EXPLORE OPTIONS WITH CLIENT						
21. review with client previous attempts to deal with the need	28	38	37	4	9	5
22. determine with client the causes of the client's need	36	28	29	5	15	8
23. establish goals with client	34	42	29	2	9	5
24. identify options	44	39	21	3	7	7
25. identify resources required for each option	44	36	23	3	8	7
26. evaluate effects of each option	34	41	24	3	12	7
TO PROVIDE SERVICE FOR THE CLIENT						
27. select the most viable option	43	39	20	2	7	10
28. motivate client to take action	60	38	12	2	2	7
29. encourage client to take personal responsibility for action	67	29	10	4	3	6
30. train client to take action	44	24	22	3	18	10
31. arrange for provision of services to client	43	33	23	6	10	6
32. refer client to appropriate resources	45	32	29	5	4	6
33. provide ongoing support	69	26	10	4	6	6
TO ASSESS OUTCOMES WITH CLIENT						
34. determine with client if goals have been reached	31	29	42	4	9	6
35. assist client in determining future goals	36	26	38	6	8	7
36. prepare client for termination of services	30	15	26	16	26	8
37. terminate contact with client	18	13	25	17	39	9
38. evaluate own performance in delivery of services to client	38	23	30	14	11	5
II. CONCERNING RELATIONS WITH YOUR OWN AGENCY						
TO FOLLOW AGENCY RULES AND NORMS						
39. clarify own mandate and operating norms	36	21	43	11	4	6
40. function in accord with agency's ethical standards	87	17	10	3	1	3
41. determine job expectations under supervisor's guidance	29	21	41	14	8	8
42. complete assigned administrative tasks	55	29	21	2	8	6
43. identify own agency's structure and functions	36	25	33	19	4	4

Agency Number ___ Respondent Number ___

	DAY	WEEK	MONTH	YEAR	NEVER DO IT	
TO PARTICIPATE AS A GROUP MEMBER IN THE AGENCY						
44. discuss caseload problems with co-workers	53	40	17	0	10	1
45. give and receive constructive criticism	49	39	28	3	1	1
46. share information with others	77	31	9	1	1	2
47. plan and conduct meetings	12	35	35	8	30	1
48. participate effectively in meetings	16	55	41	4	3	2
49. effectively use agency's internal resources	60	27	22	4	2	6
50. scrounge and improvise needed resources	55	29	15	7	9	6
TO PLAN AND ORGANIZE YOUR OWN WORK ACTIVITIES						
51. set priorities to your activities	80	31	7	1	1	1
52. organize your work station and materials	79	26	10	1	4	1
53. plan daily work activities	94	19	5	0	3	0
54. follow timetables	91	14	7	1	6	2
55. evaluate own activities	70	22	21	3	5	0
TO REPORT RESULTS						
56. write case notes	49	19	19	2	29	3
57. write internal agency reports	18	5	38	16	37	7
58. write reports for external agencies	6	6	26	19	55	9
59. prepare and give effective verbal reports	30	37	32	10	8	4
60. limit information reported, considering ethics	36	20	23	10	18	14
III. CONCERNING RELATIONS WITH THE COMMUNITY						
TO MAINTAIN A CURRENT INFORMATION BASE						
61. identify relevant legislation	16	14	31	25	25	10
62. identify appropriate community resources	32	35	34	10	6	4
63. monitor relevant community issues	22	24	36	16	12	6
64. identify contact people in the community	26	42	32	7	12	2
TO MAINTAIN CONTACTS WITHIN THE COMMUNITY						
65. build business and social relationships with personnel of other agencies	28	29	32	3	22	7
66. inform other agencies about involvement with multi-agency clients	24	25	29	7	29	7

FIGURE 3

FINAL RESULTS FOR 52 SUPERVISORS

VANCOUVER COMMUNITY COLLEGE

SURVEY FOR DEVELOPMENT OF HUMAN SERVICES WORKER CURRICULUM

QUESTIONNAIRE FOR SUPERVISORS OF HUMAN SERVICES WORKERS

Vancouver Community College, in cooperation with the Ministry of Education, is developing a curriculum for first-line human services workers in non-government agencies. The results may be used by colleges throughout B.C. as a basis for training programs in that field of employment. To ensure that the curriculum focuses on the important skills to be learned, we are asking agencies throughout the community to provide information about the competencies required by their human services workers.

Several weeks ago, representatives from various agencies met for two days to identify a list of competencies required as a general foundation for employment as a human services worker. Our current task is to check the validity of the list which was generated. We have asked your agency to assist us by having one or two supervisors complete this questionnaire. A similar questionnaire has been provided for the line workers, requesting information about the frequency of tasks performed.

The purpose of this questionnaire is to identify the degree of importance attached to various tasks which might be performed by a human services worker in your agency. The line workers you supervise may be engaged in different jobs, and the importance of each task may vary among the jobs. To avoid any confusion related to that factor, please select one job that best illustrates the type of work your agency does, and use that job as a basis for your answers. For our purposes, we have limited the definition of front-line human services worker with the following criteria: (1) the person receives a salary (not a volunteer) (2) the person works directly with clients to provide a service (not a supervisor) (3) the service provided does not require formal professional credentials (not a R.S.W., R.N., etc.) The job you select as a basis for your responses should be appropriate for those three criteria.

For each task listed please check the appropriate space.

Agency Number ___ Supervisor Number ___

	In this agency the line worker requires many skills to do the job well. Some of these skills are more important than others. How important do you judge each of the following line-worker skills to be?						
I. CONCERNING THEIR RELATIONS WITH CLIENTS							
TO ESTABLISH RAPPORT WITH CLIENTS	Very High	High	Moderate	Low	Very Low	Not Applicab	BLANK
1. create a comfortable environment for meetings with the client	31	13	7	0	0	1	0
2. make non-threatening initial contact with client	16	14	1	0	0	1	0
3. determine with client the expectations of the relationship	21	18	10	1	0	2	0
4. explain your agency's services	16	19	14	1	0	2	0
5. engage in appropriate non-verbal behaviour	12	26	11	1	0	1	1
6. engage in appropriate verbal behaviour	18	28	5	0	0	1	0
7. facilitate the client's self-disclosure	18	20	12	1	0	1	0
8. engage in appropriate self-disclosure	7	15	23	4	1	1	1
9. describe your own understanding of the client's condition or situation	16	20	13	1	0	1	1
TO ASSESS THE NEEDS OF THE CLIENT							
10. gather information from the client	16	23	10	0	1	2	0
11. gather information from or about the client's social support group	7	17	18	6	2	2	0

Human Services Worker Curriculum Survey 2

Agency Number ___ Supervisor Number ___

	Very High	High	Moderate	Low	Very Low	Not Applicabl	
12. gather information from community agencies	9	21	13	6	1	2	0
13. evaluate client's physical appearance	8	13	19	7	2	3	0
14. evaluate client's physical capabilities	11	15	17	4	3	2	0
15. evaluate client's mental or intellectual state	15	18	13	4	1	1	0
16. evaluate client's emotional capabilities	17	19	10	2	2	2	0
17. evaluate client's social capabilities	11	18	16	3	2	1	1
18. evaluate client's financial resources	4	16	17	4	4	6	1
19. define client's needs in concert with client	18	19	9	4	1	1	0
20. plan strategy for working with client	23	18	8	2	0	1	0
TO EXPLORE OPTIONS WITH CLIENT							
21. review with client previous attempts to deal with the need	6	21	21	2	0	2	0
22. determine with client the causes of the client's need	7	17	20	5	0	3	0
23. establish goals with client	20	15	11	3	2	1	0
24. identify options	20	21	7	2	0	2	0
25. identify resources required for each option	15	24	8	3	0	2	0
26. evaluate effects of each option	13	19	11	5	1	2	1
TO PROVIDE SERVICE FOR THE CLIENT							
27. select the most viable option	22	12	14	0	1	3	0
28. motivate the client to take action	23	16	11	1	0	1	0
29. encourage client to take personal responsibility for action	27	13	8	1	1	1	1
30. train client to take action	8	21	13	3	3	4	0
31. arrange for provision of services to client	13	17	14	3	1	4	0
32. refer client to appropriate resources	16	19	10	3	0	2	2
33. provide ongoing support	19	18	10	1	1	1	0
TO ASSESS OUTCOMES WITH CLIENT							
34. determine with client if goals have been reached	11	20	10	5	1	4	1
35. assist client in determining future goals	14	13	14	5	1	4	1
36. prepare client for termination of services	10	16	8	4	4	10	0
37. terminate contact with client	4	11	9	9	6	13	0
38. evaluate own performance in delivery of services to client	16	16	15	1	0	4	0
II. CONCERNING THEIR RELATIONS WITH YOUR AGENCY							
TO FOLLOW AGENCY RULES AND NORMS							
39. clarify their mandate and operating norms	21	17	13	0	0	0	1
40. function in accord with agency's ethical standards	35	7	9	1	0	0	0

Human Services Worker Curriculum Survey 3

Agency Number ___ Supervisor Number ___

	Very High	High	Moderate	Low	Very Low	Not Applicable	
41. determine job expectations under supervisor's guidance	16	22	7	0	0	6	1
42. complete assigned administrative tasks	16	23	7	0	0	5	1
43. identify own agency's structure and functions	18	20	9	2	0	2	1
TO PARTICIPATE AS A GROUP MEMBER IN THE AGENCY							
44. discuss caseload problems with co-workers	23	18	6	1	1	2	1
45. give and receive constructive criticism	23	17	10	1	0	0	1
46. share information with others	30	15	5	0	1	0	1
47. plan and conduct meetings	9	12	22	3	0	5	1
48. participate effectively in meetings	14	27	10	0	0	0	1
49. effectively use agency's internal resources	22	18	9	0	0	1	2
50. scrounge and improvise needed resources	18	17	14	1	0	0	2
TO PLAN AND ORGANIZE THEIR OWN WORK ACTIVITIES							
51. set priorities to their activities	20	20	8	1	0	1	2
52. organize their work station and materials	14	20	12	3	0	1	2
53. plan daily work activities	17	23	5	3	0	2	2
54. follow timetables	14	19	11	3	1	2	2
55. evaluate their own activities	15	19	12	2	0	1	3
TO REPORT RESULTS							
56. write case notes	17	17	8	0	1	8	1
57. write internal agency reports	12	7	11	6	1	12	3
58. write reports for external agencies	11	6	12	6	1	14	2
59. prepare and give effective verbal reports	14	15	14	4	0	2	3
60. limit information reported, considering ethics	18	11	8	6	1	5	3
III. CONCERNING RELATIONS WITH THE COMMUNITY							
TO MAINTAIN A CURRENT INFORMATION BASE							
61. identify relevant legislation	7	10	20	5	2	6	2
62. identify appropriate community resources	23	14	10	2	0	2	1
63. monitor relevant community issues	6	15	19	5	2	4	1
64. identify contact people in the community	16	17	12	3	0	3	1
TO MAINTAIN CONTACTS WITHIN THE COMMUNITY							
65. build business and social relationships with personnel of other agencies	13	14	15	3	2	4	1
66. inform other agencies about involvement with multi-agency clients	14	17	8	4	2	6	1

APPENDIX C

DACUM CHART #2

SKILLS PROFILE CHART FOR HUMAN SERVICES WORKERS

I. RELATIONS WITH CLIENTS

A. ESTABLISH RAPPORT WITH CLIENTS	A1. Create a comfortable environment for meetings with the client	A2. Make non-threatening initial contact with client	A3. Determine the client expectations of the relationship	A4. Explain agency's services	A5. Use appropriate non-verbal behaviour	A6. Use appropriate verbal behaviour
	A7. Facilitate the client's self-disclosure	A8. Engage in appropriate self-disclosure	A9. Describe own understanding of the client's condition or situation			
B. ASSESS THE NEEDS OF THE CLIENT	B1. Gather information from the client	B2. Gather information from the client's social support group	B3. Gather information about the client's social support group	B4. Gather client-related information from community agencies	B5. Recognize and interpret client's non-verbal behaviour	B6. Assess client's social capabilities
	B7. Assess the client's physical appearance	B8. Assess the client's physical capabilities	B9. Assess the client's mental or intellectual state	B10. Assess the client's emotional capabilities	B11. Assess the client's financial situation	B12. Define the client's needs in concert with client
	B13. Plan strategy for working with client					
C. EXPLORE OPTIONS WITH CLIENT	C1. Review with client previous attempts to deal with the need	C2. Determine with client the causes of the client's need	C3. Establish goals with client	C4. Identify client's options for action	C5. Identify resources required for each option	C6. Evaluate effects of each option

D. PROVIDE SERVICE FOR THE CLIENT	D1. Select the most viable option	D2. Encourage the client to take action	D3. Encourage the client to take personal responsibility for action	D4. Teach the client skills to take action		
	D(A). PROVIDE INDIRECT SERVICES	D(A)5. Arrange for provision of services to client by other agencies	D(A)6. Refer the client to appropriate resources	D(A)7. Intervene on behalf of the client		
	D(B). PROVIDE DIRECT SERVICES	D(B)8. Plan and lead client group activities	D(B)9. Teach client required skills	D(B)10. Provide immediate medical attention as required	D(B)11. Provide specific agency services for the client	D12. Provide ongoing support for the client
	D(C) MANAGE A CRISIS SITUATION	D(C)13 Recognize situations that have crisis potential	D(C)14 Analyze crisis situation accurately	D(C)15 Develop a strategy for responding to the crisis	D(C)16 Take action with the planned strategy	D(C)17 Mobilize resources
		D(C)18 Effect closure for the crisis				
F. ASSESS OUTCOMES WITH THE CLIENT	F1. Determine with the client if goals have been reached	F2. Assist client in determining future goals	F3. Prepare client for termination of services	F4. Terminate contact with client	F5. Follow up and monitor the long-term results of services to client	

II. RELATIONS WITH OWN AGENCY

F. FOLLOW AGENCY RULES AND NORMS	F1. Clarify own mandate and operating norms	F2. Function in accord with agency's ethical standards	F3. Control information in accord with professional standards of confidentiality	F4. Determine job expectations under supervisor's guidance	F5. Complete assigned administrative tasks	F6. Identify own agency's structure and functions
G. PARTICIPATE AS A GROUP MEMBER IN THE AGENCY	G1. Discuss caseload problems with co-workers	G2. Give and receive constructive criticism	G3. Deal with and resolve inter-personal issues with co-workers	G4. Share information with others	G5. Plan and conduct meetings	G6. Participate effectively in meetings
	G7. Effectively use agency's internal resources	G8. Participate in planning of funding proposals				
H. WORK WITH VOLUNTEERS	H1. Recruit volunteers	H2. Assess volunteer's skills	H3. Train volunteers for specific tasks	H4. Coordinate volunteer activities	H5. Evaluate performance of volunteers	
I. PLAN AND ORGANIZE PERSONAL WORK ACTIVITIES	I1. Prioritize personal work activities	I2. Organize work station and materials	I3. Plan daily work activities	I4. Follow timetables	I5. Evaluate own work performance	I6. Engage in professional development activities
	I7. Recognize symptoms of own reactions to stress	I8. Cope effectively with stress				
J. REPORT RESULTS	J1. Write client file notes	J2. Write client case reports	J3. Compile statistics for agency purposes	J4. Prepare and give effective verbal reports		

III. RELATIONS WITH THE COMMUNITY

K. MAINTAIN A CURRENT INFORMATION BASE	K1. Maintain current knowledge of relevant legislation and policies	K2. Identify appropriate community resources	K3. Monitor relevant community issues	K4. Identify resource contacts in the community
L. MAINTAIN CONTACTS WITHIN THE COMMUNITY	L1. Obtain and/or improvise needed resources	L2. Represent agency to the public	L3. Participate in agency's fund-raising activities	L4. Develop contacts with business organizations in the community
M. MAINTAIN CONTACTS WITH WORKERS IN OTHER AGENCIES	M1. Build working relationships with personnel of other agencies	M2. Gather information from community agencies	M3. Inform other agencies about involvement with multi-agency clients	M4. Participate in coordination of services for multi-services clients

PARTICIPANTS IN WORKSHOPS TO DEVELOP THIS SKILLS PROFILE:

Mary Rosen	East Side Family Place
Lynda Rosnick	Rehabilitation and Counselling Services
Barbara Rowe	South Vancouver Neighbourhood House
Joyce Evans	Kitsilano Workshop
Norman Rix	Canadian Paraplegic Association
Alice Jones	Marpole Oakridge Seniors Services
Gary Johnston	The Native Courtworker and Counselling Association of B.C.
Doug Kerr	Truscon Training Consultants
Margaret Kelly	Margaret Fulton Place
Tod Jost	Connection Society
John Lunstad	Vancouver Community College
Lyle Meredith	Handicapped Resource Centre
Dan Oakes	Vancouver Community College
Karen O'Shaughnessy	Lookout
Chris Phillips	Chris Phillips & Associates
Vera Radio	MOSAIC
Patricia Raftery	Vancouver Community College
Dale Russell	Continuing Education Project People
Michael Shea	Coquitlam Family Centre